REPORT RESUMES

ED 017 274 JC 680 051

SURVEYS OF UNIVERSITY OF WISCONSIN CENTER NEW FRESHMEN, FALL 1958 AND FALL 1962. (TITLE SUPPLIED).

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WISCONSIN UNIV., MADISON

PUB DATE 66

EDRS PRICE MF-$0.50 HC-$4.88 120P.

DESCRIPTORS- *JUNIOR COLLEGES, *STUDENT CHARACTERISTICS, *TRANSFER STUDENTS, *ATTENDANCE PATTERNS, *FOLLOWUP STUDIES, COLLEGE FRESHMEN,

THIS SERIES OF FOUR SURVEYS DESCRIBES SUBSEQUENT ATTENDANCE PATTERNS OF FRESHMEN WHO ENROLLED IN THE FALL 1958 AND 1962 CLASSES AT THE EIGHT 2-YEAR CENTERS OF WISCONSIN UNIVERSITY. THESE CENTERS ARE A SEPARATE UNIT OF THE UNIVERSITY, RESPONSIBLE TO THE CHANCELLOR OF THE CENTER SYSTEM, WHO IN TURN REPORTS TO THE UNIVERSITY PRESIDENT. THE MAY 1966 PAPER REPORTS THE PROGRESS OF THE FALL 1958 FRESHMEN AFTER TRANSFER TO THE MADISON CAMPUS. IT COMPARES THEM WITH THOSE WHO ENTERED MADISON AS FRESHMEN, THEIR GPA'S AT MADISON AND AT THE CENTERS, AND THEIR GRADUATION RATE WITH THAT OF THE MADISON FRESHMEN. THE OCTOBER 1966 STUDY FOLLOWS THE 729 OF THESE STUDENTS WHO HAD NOT RECEIVED A DEGREE BY JUNE 1964 TO DETERMINE THE REASONS OF THOSE WHO HAD NOT TRANSFERRED, HAD DROPPED OUT, OR HAD CONTINUED STUDIES ELSEWHERE. THE JULY 1966 STUDY INVESTIGATES THE CHARACTERISTICS OF THE NEW FRESHMAN CLASS OF FALL 1962 AND FOLLOWS THEIR PROGRESS FOR SIX SEMESTERS, WHETHER THEY REMAINED AT THE CENTER OR TRANSFERRED TO MADISON DURING THIS TIME. THE NOVEMBER 1966 REPORT (A SUPPLEMENT TO THE JULY 1966 STUDY ABOVE), FOLLOWS THE FALL 1962 ENROLLEES WHO LEFT A CENTER, DID NOT TRANSFER TO THE MADISON CAMPUS, OR DID TRANSFER BUT STAYED LESS THAN SIX CONTINUOUS SEMESTERS. IT EXHIBITS MORE RECENT TRENDS IN STUDENT RETENTION, TRANSFER, OR DROPOUT. (HH)

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ATTENDANCE PATTERNS OF FALL 1958 UNIVERSITY OF WISCONSIN CENTER SYSTEM NEW FRESHMEN WHO TRANSFERRED TO THE MADISON CAMPUS

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The University of Wisconsin

May 1966

JC 680 051

UNIVERSITY OF CALIF.
LOS ANGELES

JAN 31 1967

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INTRODUCTION[*]

In the fall of 1958, The University of Wisconsin operated eight Centers, with resident faculty, under the Center System of the Extension Division. These Centers were located at Green Bay, Kenosha, Manitowoc, Marinette, Menasha, Racine, Sheboygan, and Wausau. All Centers were freshman-sophomore centers with the exception of Marinette, which at that time did not have a program for sophomores. Today, the Centers are organized as a separate unit of The University, the University of Wisconsin Center System, with all Centers being responsible to the Chancellor of the Center System who, in turn, reports to the President of The University.

It is the purpose of this study to investigate the progress of an entering freshman class at the Centers, the fall 1958 freshmen, upon transfer to the Madison campus of The University of Wisconsin. Analyses are presented of how these persons compared with persons who entered the Madison campus as new freshmen; how successful, as measured by grade-point averages, the Center transfers were at the Centers and at Madison; and how successful, as measured by graduation rate, the Center transfers were as compared with the persons who entered the Madison campus originally as new freshmen.

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[*] The authors appreciate the assistance, both in funds and encouragement, for this study, of L. H. Adolfson, Chancellor of the Center System, and C. A. Schoenfeld, Assistant to the Chancellor of the Center System.

THE POPULATION

The population of the study consists of the students who transferred from the Center System to the Madison campus through the first semester, 1964-65. It is limited to those transfers who were new freshman matriculants into the Center System for the fall semester of 1958-59. Of the 935[1] new freshmen who entered the Center System that semester, 324 transferred to the Madison campus.

Source of Transfers

Table I depicts the place of original enrollment of the Center transfers. As would be expected, the majority of transfers came from those Centers which are located in areas of greater population. The proportion of freshman matriculants from each Center who transferred to the Madison campus through the first semester, 1964-65, is presented in Table II. Table II shows that 34.7 per cent, just over one-third of the 1958 Center new freshmen, transferred to the Madison campus during the period of the survey. Table II also shows a high variation in the proportion of students that transferred to Madison from the different Centers. Only 21.7 per cent of new freshmen transferred from the Racine Center to Madison; in contrast, 46.9 per cent of the new freshmen at Sheboygan did so.

TABLE I

CENTER TRANSFERS' PLACE OF ORIGINAL ENROLLMENT

Center	No.	%
Green Bay	79	24.4
Marathon County-Wausau	65	20.0
Sheboygan	46	14.2
Racine	43	13.3
Kenosha	35	10.8
Manitowoc	27	8.3
Menasha-Fox Valley	21	6.5
Marinette	8	2.5
TOTAL	324	100.0

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[1] This differs from the enrollment report which gives figures as of the end of the first week of instruction. Pending admissions and changes of classification from new freshman to special or to advanced standing resulted in the actual number of new freshman matriculants being 935 (938 less 3 known deceased).

TABLE II

PROPORTION OF FALL 1958 NEW FRESHMEN TRANSFERRING TO THE MADISON CAMPUS FROM EACH CENTER CAMPUS

Center Campus	Freshman Matriculants Fall 1958	Freshman Matriculants Transferring to Madison	
	Total No.	No.	% of Total
Green Bay	201	79	39.3
Racine	198	43	21.7
Kenosha	142	35	24.6
Marathon County-Wausau	141	65	46.1
Sheboygan	98	46	46.9
Manitowoc	61	27	44.3
Menasha-Fox Valley	61	21	34.4
Marinette	33	8	24.2
TOTAL	935	324	34.7

In Table II, the Centers are ordered by number of freshman matriculants. This ordering reveals no apparent relationship between size of Centers and per cent of students transferring to Madison. Due to the high proportion of commuters at the Centers, it is likely that the proximity of other degree-granting institutions has a greater influence on the proportions transferring to Madison than has the size of the Center enrollment.

Characteristics

Sex: Table III compares the sex of initial Center matriculants with the sex of the transfers to the Madison campus. This table indicates that a higher proportion of males than of females, who enrolled in the Centers, transferred to the Madison campus. While females represented 27.9 per cent of the initial Center matriculants, they represented only 21.9 per cent of Madison transfers.

High School Centile Rank: It appears that Centers are being used to some extent by less capable students as a trial ground for a college education. A much higher percentage of the fall 1958 Center new freshmen fell below the 75th centile in their high school graduating classes than was true of the fall 1958 Madison campus new freshmen (Table IV, 63.0% as compared with 43.0%). Among those transferring to the Madison campus, the majority of whom completed two or more semesters at a Center, a higher percentage (47.5%) fell below the 75th centile than of the original fall 1958 Madison campus new freshmen (43.0%).

TABLE III

PER CENT BY SEX OF FALL 1958 NEW FRESHMAN CENTER MATRICULANTS AND OF CENTER TRANSFERS TO MADISON

Sex	Originally Enrolled in Center	Transferred to Madison
Male	72.1	78.1
Female	27.9	21.9
TOTAL	100.0	100.0
TOTAL N	(935*)	(324)

*Percentages are based on enrollment report figures rather than on the 935 final new freshmen.

TABLE IV

HIGH SCHOOL CENTILE RANKS OF FALL 1958 NEW FRESHMEN TOTAL CENTER STUDENTS, CENTER TRANSFERS TO MADISON, AND MADISON STUDENTS

High School Centile Rank	Total Fall 1958 Center New Freshmen		Fall 1958 Center New Freshmen Transferring to Madison		Total Fall 1958 Madison New Freshmen	
	No.	Cum. %	No.	Cum. %	No.	Cum. %
75-99	330	37.0	167	52.5	1571	57.0
50-74	289	69.4	100	84.0	776	85.2
25-49	175	89.0	42	97.2	310	96.5
1-24	98	100.0	9	100.0	97	100.0
TOTAL*	892		318		2754	

*No high school centile rank available for 43 Center new freshmen or for 63 Madison new freshmen.

CQT Total Centiles: Further evidence of a higher proportion of less capable students starting college at a Center than is true on the Madison campus is shown in Table V; only 12.0 per cent of the Center new freshmen had CQT Total centiles in the upper 20 per cent and only 27.2 per cent in the upper 40 per cent. These CQT centiles are based upon Madison campus norms so, if the Center students as a group were of the same potential as the Madison campus freshmen, one might expect approximately 20 per cent and 40 per cent in these two upper ranges.

TABLE V

COLLEGE QUALIFICATION TEST TOTAL CENTILES
TOTAL CENTER NEW FRESHMEN AND THOSE TRANSFERRING TO MADISON

CQT Total Centiles	Total Fall 1958 Center New Freshmen		Fall 1958 Center New Freshmen Transferring to Madison	
	No.	%	No.	%
80-90	99	12.0	65	21.0
60-79	126	15.2	72	23.2
40-59	161	19.5	67	21.6
20-39	209	25.3	59	19.0
01-19	231	28.0	47	15.2
TOTAL*	826	100.0	310	100.0

*CQT scores not available for 109 new freshmen.

Even among those transferring to the Madison campus after having had college level experience, the proportions in the upper 20 per cent and the upper 40 per cent of CQT centiles only slightly exceeded those expected for the Madison campus new freshmen (Center transfers: 21.0% and 44.2%).

ATTENDANCE PATTERNS

As is true of Madison campus new freshmen,[2] Center new freshmen display discontinuities in their educational progress. It is impossible to make a direct comparison between fall 1958 Center new freshman attendance patterns and fall 1958 Madison new freshman attendance patterns since it cannot be assumed that transfer to the Madison campus is the normal plan for all Center students.

Center Attendance

Center students who transferred to the Madison campus displayed relatively continuous attendance at the Centers. All the transfer students in attendance a total of two semesters at a Center were in continuous attendance (Table VI). Only thirteen of the students (9.3% of the four-semester group or 4.0% of the total group) who were enrolled at the Centers for a total of four semesters and who transferred to Madison did not attend four consecutive semesters at a Center.

TABLE VI

SEMESTERS OF CONTINUOUS ATTENDANCE AND OF TOTAL ATTENDANCE AT THE CENTERS
CENTER TRANSFERS TO THE MADISON CAMPUS

Semesters	Continuous Attendance			Total Attendance		
	No.	%	Cum. %	No.	%	Cum. %
7	--	--	--	2	0.6	0.6
6	1	0.3	0.3	5	1.5	2.1
5	4	1.2	1.5	19	5.9	8.0
4	127	39.2	40.7	140	43.2	51.2
3	9	2.8	43.5	21	6.5	57.7
2	124	38.3	81.8	124	38.3	96.0
1	13	4.0	85.8	13	4.0	100.0
Not Continuous	46	14.2	100.0			
TOTAL	324	100.0		324	100.0	

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[2] See: L. Joseph Lins and Allan P. Abell, "Attendance Patterns of Fall 1958 New Freshmen for Twelve Semesters after Entrance, The University of Wisconsin, Madison Campus" (Office of Institutional Studies, The University of Wisconsin, March 1965).

While all but 14.2 per cent of the Madison transfers were in continuous attendance at the Centers before transferring, it must be kept in mind that this group of fall 1958 new freshmen is a special segment of the Center fall 1958 new freshmen (those who transferred to Madison) and their Center attendance is very likely not representative of the whole class.

Table VII shows Center attendance patterns and Madison transfer rates for the Center transfer group. By the first semester 1959-60, after two possible semesters at the Centers, 40.7 per cent of the Center transfers to Madison had registered at Madison; a year later a total of 84.6 per cent had made the transfer to Madison. It is interesting to note that almost equal numbers of students transferred after two possible semesters at a Center (127) and after four possible semesters at a Center (131).

It can also be seen in Table VII that during a particular semester, as high as 10.5 per cent of the Center transfers were not enrolled for or did not complete that semester at a Center and were not enrolled at Madison (first semester, 1959-60).

Madison Campus Attendance

The total semesters attended on the Madison campus (through the first semester, 1964-65) ranged from one to 11 for the Center transfers. The highest percentage of the group was at Madison for four semesters (26.9%) or six semesters (19.2%) (Table VIII). Only 18.5 per cent were not in continuous attendance during their stay at Madison.

TABLE VII

ENROLLMENT STATUS AT CENTERS OF CENTER TRANSFERS TO THE MADISON CAMPUS DURING THE FIRST SEVEN SEMESTERS

Enrollment Status at Center at End of Semester	Semester and Year													
	I 1958-59		II 1958-59		I 1959-60		II 1959-60		I 1960-61		II 1960-61		I 1961-62	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Not Registered for Semester or Withdrew during Semester*	5	1.5	15	4.6	34	10.5	28	8.6	27	8.3	17	5.2	6	1.9
Completed Semester	319	98.5	304	93.9	158	48.8	153	47.2	23	7.1	22	6.8	7	2.2
Total Having Transferred to Madison†			5	1.5	132	40.7	143	44.2	274	84.6	285	88.0	311	95.9
TOTAL	324	100.0	324	100.0	324	100.0	324	100.0	324	100.0	324	100.0	324	100.0

*These are students who had not transferred to Madison.

†Not all were still registered at Madison during the respective semester.

TABLE VIII

SEMESTERS OF CONTINUOUS ATTENDANCE AND OF TOTAL ATTENDANCE AT MADISON CENTER TRANSFERS TO THE MADISON CAMPUS

Semesters	Continuous Attendance			Total Attendance		
	No.	%	Cum. %	No.	%	Cum. %
8 or More	7	2.2	2.2	17	5.2	5.2
7	27	8.3	10.5	35	10.8	16.0
6	53	16.4	26.9	62	19.2	35.2
5	27	8.3	35.2	38	11.7	46.9
4	78	24.1	59.3	87	26.9	73.8
3	9	2.7	62.0	18	5.5	79.3
2	31	9.6	71.6	35	10.8	90.1
1	32	9.9	81.5	32	9.9	100.0
Not Continuous	60	18.5	100.0			
TOTAL	324	100.0		324	100.0	

ADJUSTMENT AFTER TRANSFER

Fall 1958 Center students, who transferred to the Madison campus, as a group experienced a drop from a mean cumulative grade-point average at the Centers of 2.60 to a first semester Madison grade-point average of 2.26. However, during their total stay at Madison, their mean Madison cumulative grade-point average rose to 2.40. This general drop and subsequent rise can be seen for all ranges of Center cumulative grade-point averages above a 2.00 (Table IX). One notes too that, in general, the cumulative grade-point average at Madison of the transfers to Madison was lower than their cumulative grade-point average at the Centers.

TABLE IX

FIRST MADISON GRADE-POINT AVERAGE AND TOTAL MADISON CUMULATIVE* GRADE-POINT AVERAGE MEANS ACCORDING TO CENTER CUMULATIVE GRADE-POINT AVERAGE

Grade-Point Average	Center Cumulative Grade-Point Average				Total
	Under 2.00	2.00-2.49	2.50-2.99	3.00 or Over	
	Mean G.P.A.	Mean G.P.A.	Mean G.P.A.	Mean G.P.A.	Mean G.P.A.
First Madison	1.84	1.96	2.24	2.92	2.26
Total Madison Cumulative	1.88	2.11	2.47	3.00	2.40
TOTAL CASES	39	110	83	79	311[†]

[*] Exclusive of summer sessions on the Madison campus.

[†] Seven students, who withdrew during their first semester at Madison and returned later, are distributed according to Center grade-point average as follows: Under 2.00, 1; 2.00-2.49, 3; 2.50-2.99, 3. Ten did not complete a semester at Madison and three did not complete a semester at a Center; one of these persons did not complete a semester either at a Center or at Madison.

This grade-point phenomena might be in part due to a difference in grading practices between the Centers and the Madison campus because of the higher proportion of lower potential students (as measured by H.S.R. and CQT) at the Centers than at Madison. It is likely, however, that there are important social and psychological adjustments involved in these students moving to a strange environment. For the majority of them, it was their choice (or that of their family) to remain in their home community to initiate their college education.

Total Center Attendance

The length of time spent at the Centers should be related to the grade-point average drop experienced in transfer from the Centers to Madison if the educational environments at the Centers have an influence. Quite the contrary is seen (Table X); the group that attended the Centers one or two semesters had a mean drop in grade-point average upon transfer of .40, while the group that attended three or four semesters had a mean drop of .32. While this difference is not great and there is the possibility of dissimilar regression effects, the seemingly better adjustment of the three or four-semester group is strengthened by the fact that as a group they were of less academic potential than the one or two-semester group; the 1-2 semester group had a mean high school centile rank of 78 and a CQT Total centile mean of 56, compared to 70 and 51 on the same measures for the 3-4 semester group.

TABLE X

CENTER CUMULATIVE G.P.A., FIRST MADISON G.P.A.,
AND TOTAL MADISON CUMULATIVE* G.P.A. MEANS
ACCORDING TO SEMESTERS ATTENDED AT THE CENTERS

Grade-Point Average	Semesters Attended at Centers			Total
	1-2	3-4	5 or More	
	Mean G.P.A.	Mean G.P.A.	Mean G.P.A.	Mean G.P.A.
Total Center Cumulative	2.68	2.59	2.24	2.60
First Madison	2.28	2.27	2.12	2.26
Total Madison Cumulative	2.43	2.40	2.26	2.40
TOTAL STUDENTS[†]	137	161	26	324

[*] Exclusive of summer sessions on the Madison campus.

[†] Not all students had each measure; total "N" ranged from 307 to 321.

Specific Centers

While Center matriculants all had the experience of attendance in a Center of the University of Wisconsin Center System, they resided in areas of differing population densities and differing higher education opportunities. The general drop in mean grade-point average during the first semester on the Madison campus and the subsequent rise in cumulative G.P.A. after a period of time on the Madison campus varies somewhat according to Center of initial enrollment (Table XI). While a complete explanation of the observed differences in Table XI is hazarded by the

TABLE XI

HIGH SCHOOL CENTILE RANK, C.Q.T. TOTAL CENTILE, AND GRADE-POINT AVERAGE MEANS ACCORDING TO CENTER OF INITIAL ENROLLMENT

Means	University Center							
	Green Bay	Kenosha	Manitowoc	Marinette	Fox Valley	Racine	Sheboygan	Marathon
High School Centile Rank	73	63	75	77	70	75	66	78
CQT Total Centile	49	50	50	45	43	62	51	58
Center Cumulative G.P.A.	2.61	2.40	2.80	2.57	2.81	2.82	2.51	2.48
First Madison G.P.A.	2.14	2.17	2.53	1.83	2.16	2.47	1.96	2.48
Total Madison Cumulative* G.P.A.	2.32	2.35	2.56	2.24	2.33	2.54	2.19	2.55
TOTAL STUDENTS†	79	35	27	8	21	43	46	65

*Exclusive of summer sessions on the Madison campus.

†Not all students had each measure; total "N" ranged from 307 to 321.

greater influence of a regression effect at higher G.P.A. levels and by the possible differences in grading practices at the various Centers, a few contrasts can readily be seen.

Transfers from the Marathon County Center (Wausau), who as a group experienced no drop in G.P.A., had the highest high school centile rank mean and the second highest CQT Total centile mean. On the other hand, transfers from the Fox Valley Center (Menasha), who as a group had the second greatest drop in G.P.A. mean (.65), had the lowest CQT Total centile mean and the third lowest high school centile rank mean.

Marinette Center transfers (only 8 cases) had a mean G.P.A. drop of .74; they had the second lowest CQT Total centile mean. This group had a relatively high high school centile rank mean, but the high schools in that area are small and thus high school centile ranks are less reliable as an indication of potential.

MADISON CAMPUS DEGREES

A high percentage (63.5%) of the fall 1958 Center new freshmen who transferred to the Madison campus, earned a degree prior to or at the June 1964 commencement. Thirty-eight per cent had two semesters of college work and over half (51.2%) had four or more semesters of college work before transferring to the Madison campus.

According to Sex

A higher proportion of the female (43.7%) than of the male (30.0%) transfers earned a degree by December 31, 1962; however, prior to or at the June 1964 commencement, 65.2 per cent of the total men and only 57.8 per cent of the total women had earned a degree at Madison (Table XII).

TABLE XII

FALL 1964 GRADUATION-ENROLLMENT STATUS OF CENTER TRANSFERS ACCORDING TO SEX

Graduation-Enrollment Status	Sex				Total	
	Men		Women			
	No.	%	No.	%	No.	%
Graduated 1962	76	30.0	31	43.7	107	33.0
Graduated 1963 or 1964*	89	35.2	10	14.1	99	30.5
Enrolled Sem. I, 1964-65	15	5.9	3	4.2	18	5.6
Not Enrolled Sem. I, 1964-65	73	28.9	27	38.0	100	30.9
TOTAL	253	100.0	71	100.0	324	100.0

*Through June 1964. It is possible that some of those not enrolled during the first semester of 1964-65 received degrees at the 1964 August commencement.

During the first semester of 1964-65 (13 semesters after initial Center registration), 18 of the original new freshmen (5.6%) were in attendance on the Madison campus. Another 100 (30.9%) had not received a degree at Madison and were not enrolled at Madison. It is possible that some of the latter group had received a degree after the June commencement,[3] 1964; 15 students who had not received a degree by June of 1964 had been in attendance the previous semester.

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[3] Madison degree records were checked only through this period. I.B.M. degree cards are kept on a July 1-June 30 annual basis.

According to High School Centile Rank

As would be expected, a higher proportion of the Center transfers with high school centile ranks of 50 or over (67.4%) than of those with high school centile ranks under 50 (41.2%), earned degrees at Madison. The surprisingly large percentage of the lower rank group earning degrees[4] reflects a combination of the limited association between high school rank and academic success and the fact that this group is a portion of the original lower ranking new freshmen that survived the challenge of a college education long enough to transfer to Madison.

The highest percentage earning degrees (74.3%) was of the 75-99 high school centile rank group (Table XIII). Of the degree people within this group, more than half (57.3%) received a degree before a possible nine semesters of total attendance at the Centers and Madison.

TABLE XIII

YEAR OF MADISON CAMPUS DEGREE, ACCORDING TO HIGH SCHOOL CENTILE RANK

Year	High School Centile Rank							
	1-24		25-49		50-74		75-99	
	No.	%	No.	%	No.	%	No.	%
No Degree	5	55.6	25	59.6	44	44.0	43	25.7
1962	--	--	4	9.5	28	28.0	71	42.5
1963	2	22.2	10	23.8	18	18.0	40	24.0
1964	2	22.2	3	7.1	10	10.0	13	7.8
TOTAL	9	100.0	42	100.0	100	100.0	167	100.0

According to Length of Center Attendance

When comparing the 1-2 semester Center attendance group with the 3-4 semester group (Table XIV), it is found that the latter fared better with respect to earning degrees at Madison by June of 1964 (67.7% compared with 63.5%). Of those who earned degrees, the latter group also had a higher percentage earning degrees by the end of 1962 (57.8%) than the former group did (50.6%). This again suggests the possible value of a four semester stay at the Centers in preference to a two semester stay, especially in light of the fact that the 3-4 semester group had a lower CQT Total centile mean and a lower high school rank centile mean than the 1-2 semester group did.

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[4] It is impossible to make a valid comparison between the fall 1958 Madison new freshmen and the fall 1958 Center new freshmen transfers because the transfers represent only a segment of the original new freshman class.

TABLE XIV

DEGREE STATUS AND DEGREE YEAR AT MADISON ACCORDING TO TOTAL SEMESTERS REGISTERED AT CENTERS

Degree Year	Total Semesters Registered at Centers						Total	
	1-2		3-4		5-7			
	No.	%	No.	%	No.	%	No.	%
No Degree	50	36.5	52	32.3	16	61.6	118	36.4
1962	44	32.1	63	39.2	--	--	107	33.0
1963	33	24.1	35	21.7	3	11.5	71	21.9
1964	10	7.3	11	6.8	7	26.9	28	8.7
TOTAL	137	100.0	161	100.0	26	100.0	324	100.0

Only 38.4 per cent of the transfers that attended a Center for five or more semesters earned a degree at Madison by June of 1964. This group appears to be primarily part-time students; even though they attended from five to seven semesters at a Center, their mean credits earned at the Centers was only 62, while the mean credits for the 3-4 semester group was 57.

According to Total Semesters Attended, Centers and Madison

While it is invalid to compare the proportion of fall 1958 Madison new freshmen earning degrees with the proportion of Center transfers earning degrees, it is possible to compare the length of time necessary to earn degrees. The Madison matriculants who earned degrees tended to earn degrees with less total attendance than the Center matriculants who earned degrees at Madison (Table XV). For example, 77.1 per cent of the Madison group earned degrees in eight or less semesters, while only 58.7 per cent of the Center group did so in a combined total attendance of eight or less semesters. The overall difference in mean number of semesters of 0.4 (Madison, 8.2; Centers, 8.6) might well reflect only the lower academic potential of the Center students as a group. Only 27.5 per cent of the Madison campus matriculants who earned degrees had a high school centile rank under 75, while for the Center matriculants it was 38.3 per cent.

TABLE XV

TOTAL SEMESTERS OF ATTENDANCE PRIOR TO EARNING A MADISON CAMPUS DEGREE OF FALL 1958 MADISON CAMPUS MATRICULANTS AND OF FALL 1958 CENTER MATRICULANTS

Semesters	Madison Students		Center Transfers	
	No.	Cum. %	No.	Cum. %
6 or Less	48	3.5	3	1.5
7	127	12.7	4	3.4
8	886	77.1	114	58.7
9	195	91.2	52	84.0
10	99	98.4	23	95.1
11	14	99.4	7	98.5
12	8	100.0	3	100.0
TOTAL	1377		206	
Mean Semesters	8.2		8.6	

SUMMARY AND GENERALIZATIONS

The purpose of this report was to follow the progress, on the Madison campus, of an entering freshman group at the University of Wisconsin Centers. The group investigated was the 1958 new freshman Center matriculants who transferred to the Madison campus.

The investigation covers a comparison of the Center transfer group with persons who entered the Madison campus as new freshmen; the success, as measured by grade-point averages, at the Centers and at Madison of the Center transfers; and the success in being graduated of the Center transfers to Madison as compared with students who entered the Madison campus as new freshmen. The transfers included were those who transferred to the Madison campus through the first semester of 1964-65.

The survey shows that:

1. Just over one-third (34.7%) of the 1958 Center new freshmen transferred to Madison. There is a variation in the proportion of transfers from the various Centers, but there is no apparent relationship between the size of the Center and the proportion of students transferring to Madison.

2. A higher proportion of the men than of the women who matriculate at the Centers transfer to Madison.

3. It appears that the Centers are being used to some extent as a trial ground by less capable students. A much higher percentage of the Center new freshman matriculants (63.0%), than of the Madison campus new freshman matriculants (43.0%), fell below the 75th centile in their high school graduating classes. Only 12.0 per cent of the Center new freshmen had CQT scores at or above the 80th centile and only 27.2 per cent had CQT scores at or above the 60th centile based upon Madison campus norms; if Center new freshmen were like the Madison campus new freshmen, these percentages should have been about 20 and 40 per cent respectively.

4. Of the Center matriculants who transfer to Madison, about an equal number transfer to Madison after two semesters and after four semesters at a Center.

5. Students who transfer from the Centers to Madison generally experience a drop in their grade-point average in the succeeding semester after transfer. The general trend is for the grade-point averages of these persons to rise with succeeding semesters at Madison, but for their cumulative grade-point average at Madison to remain somewhat below their cumulative grade-point average at the Centers.

6. Students who matriculate as new freshmen at Madison, and who earn degrees at Madison, tend to earn those degrees after a shorter period of total attendance than is true of Center transfers to Madison.

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CHARACTERISTICS, CENTER ATTENDANCE PATTERNS, AND MADISON CAMPUS TRANSFER OF FALL 1962 UNIVERSITY OF WISCONSIN CENTER SYSTEM NEW FRESHMEN

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July 1966

JC 680 051

UNIVERSITY OF CALIF.
LOS ANGELES

JAN 31 1967

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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INTRODUCTION

The purpose of this study is to investigate the characteristics of the members of a recent Center System new freshman class, fall 1962, and to follow their educational progress at the Centers for the six semesters following their initial enrollment. Attention is also given to the progress on the Madison campus, of those students who transferred there during the six-semester period.

THE CENTER NEW FRESHMAN

The University of Wisconsin Center System provides the opportunity for many high school graduates to complete their freshman and sophomore work while commuting from their homes. For the majority of Center students, the cost of attending a Center thus is less than the cost of attending a resident campus. While the motives for attending the Centers is not investigated in this study, the study does explore the characteristics of these students as compared with entering students on the Madison campus.

Sex

A somewhat higher percentage of fall 1962 Center new freshmen (66.0%) were men (Table I) than was true of the fall 1962 Madison campus new freshmen (52.3%). While this in part reflects the higher percentage of women among the non-residents than among the residents of the state attending the Madison campus, there is still a higher percentage of men among the new freshman Center attendees than among the Madison campus resident new freshmen (56.9%).

TABLE I

PER CENT BY SEX OF FALL 1962 NEW FRESHMEN
MADISON CAMPUS AND CENTERS

Sex	Madison Campus	Centers
Male	52.3	66.0
Female	47.7	34.0
TOTAL	100.0	100.0
TOTAL CASES	(3,814)	(1,507*)

*The percentages are based upon enrollment report figures rather than on the 1,507 students that were finally classified as new freshman matriculants.

High School Centile Rank

Over 60 per cent (61.0%) of the fall 1962 Madison campus new freshmen ranked in the upper quarter of their high school graduating classes, while only 42.0 per cent of the Center new freshmen ranked this high (Table II). This in part reflects the higher percentage of male students at the Centers than at Madison; men generally rank lower in their high school classes than the women.

TABLE II

HIGH SCHOOL CENTILE RANKS OF FALL 1962 NEW FRESHMEN
MADISON CAMPUS AND CENTERS

High School Centile Rank	Madison Campus			Centers		
	No.	%	Cum. %	No.	%	Cum. %
75-99	2,254	61.0	61.0	607	42.0	42.0
50-74	994	26.9	87.9	484	33.6	75.6
25-49	351	9.5	97.4	267	18.4	94.0
1-24	95	2.6	100.0	86	6.0	100.0
TOTAL*	3,694	100.0		1,444	100.0	

*High school centile ranks were not available on 120 Madison campus new freshmen and on 63 Center new freshmen.

While as a group the Center students were somewhat low in high school ranking, there was a considerable number of students ranking in the upper quarter of their classes (607) who chose to attend a Center. The difference in high school rank between the Center new freshmen and the Madison campus new freshmen is not as pronounced when one considers those who ranked in the upper half of their classes (75.6% and 87.9%, respectively).

CQT Total Centiles

As is true of high school centile ranks, College Qualification Test total centiles indicate a somewhat lower group potential for the fall 1962 Center new freshmen than for the Madison campus new freshmen (Table III). Due to Madison campus norms being used to determine Center student CQT centiles, if the Center students were quite similar to the Madison campus students with respect to the characteristics measured by the CQT test, one would expect to find approximately 25 per cent of the Center students in each quarter of CQT centiles. However, only 20.4 per cent of the fall 1962 Center new freshmen had CQT total centiles in the upper quarter; slightly over 25.0 per cent of the Center new freshmen had CQT scores in each of the remaining quarters.

TABLE III

COLLEGE QUALIFICATION TEST TOTAL CENTILES
FALL 1962 CENTER NEW FRESHMEN
AND EXPECTED* MADISON CAMPUS CENTILES

CQT Total Centiles	Centers		Expected Madison
	No.	%	%
75-99	280	20.4	25.0
50-74	364	26.5	25.0
25-49	355	25.8	25.0
1-24	375	27.3	25.0
TOTAL[†]	1,374	100.0	100.0

[*] Madison campus norms are used for Center CQT centiles; approximately 25 per cent of the Madison campus new freshmen fall within each quarter.

[†] CQT scores were not available on 133 Center new freshmen.

CENTER ATTENDANCE

There was a general decline in the proportions of fall 1962 new freshmen completing each semester after entrance, from the first through the sixth. It appears that the Centers are used as one-year institutions to about the same extent that they are used as two-year institutions (Table IV). During the first semester of 1963-64, the third semester after initial enrollment, 52.4 per cent of the original new freshmen did not attend a Center. Only 84 students (5.6%) completed the sixth semester after initial enrollment. However, they were not necessarily in attendance all six semesters.

TABLE IV

CENTER ATTENDANCE
ACCORDING TO SEMESTER AND YEAR

Attendance	Semester and Year											
	I Sem. 1962-63		II Sem. 1962-63		I Sem. 1963-64		II Sem. 1963-64		I Sem. 1964-65		II Sem. 1964-65	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Did Not Attend	--	--	308	20.4	789	52.4	889	59.0	1383	91.8	1423	94.4
Withdrew During Semester	131	8.7	41	2.7	32	2.1	18	1.2	17	1.1	--	--
Completed Semester	1376	91.3	1158	76.9	686	45.5	600	39.8	107	7.1	84	5.6
TOTAL	1507	100.0	1507	100.0	1507	100.0	1507	100.0	1507	100.0	1507	100.0

Academic Actions

A fairly high percentage (8.7%) of the Center students withdrew before the end of the first semester after entrance (Table V). Sixty-one (4.0%) were dropped for academic reasons at the end of the first semester and 35.5 per cent were placed on academic probation.

At the end of the second semester, 15.7 per cent of those in attendance that semester were dropped for academic reasons. The lower percentage of students on probation at the end of the second semester (28.9%), reflects the fact that many students put on probation the first semester did not return for the second semester, and some who were put on probation the first semester received drop actions the second semester.

TABLE V

ACADEMIC ACTION STATUS AT END OF SEMESTER FOR FIRST YEAR OF ATTENDANCE

Action Status	Semester and Year			
	I Sem., 1962-63		II Sem., 1962-63	
	No.	%	No.	%
No Action*	780	51.8	623	52.0
Withdrew	131	8.7	41	3.4
Probation	535	35.5	347	28.9
Dropped	61	4.0	188	15.7
TOTAL	1,507	100.0	1,199	100.0

*Includes 290 Madison transfer students who were in continuous attendance for the six semesters investigated, either at Madison or at a Center. Their Center records were not checked for academic actions; their mean Center grade-point average was 2.72.

Center Grades

There was some variation in grade-point averages according to the Center attended (Table VI). Sheboygan Center and Manitowoc Center students had the highest G.P.A. means (2.29 and 2.28, respectively), while Green Bay Center students had the lowest mean G.P.A. (2.01).

TABLE VI

HIGH SCHOOL CENTILE RANK, CQT TOTAL CENTILE, CENTER CREDITS, AND CENTER G.P.A.* MEANS ACCORDING TO CENTER OF INITIAL ENROLLMENT

Means of	University Center							
	Green Bay	Kenosha	Manitowoc	Marinette	Fox Valley	Racine	Sheboygan	Marathon
H.S. Centile Rank	66.4	62.7	66.6	55.0	63.1	65.8	65.0	72.8
CQT Total Centile	42.3	39.1	48.2	40.8	48.9	51.1	50.0	54.6
Center Credits	37.1	35.5	41.7	35.4	40.3	37.0	38.4	42.7
Center G.P.A.	2.01	2.13	2.28	2.15	2.21	2.10	2.29	2.15
Maximum Cases†	328	239	140	39	217	217	99	228

*Based on total credits and total grade-points.

†Not all students had each measure; the total "N" ranged from 1,374 to 1,444.

There appears to be no clear relationship between grades by Center and high school centile rank or College Qualification Test scores. Green Bay Center students, who had the lowest mean G.P.A., had third from the highest high school centile rank mean (66.4) and third from the lowest CQT total centile mean (42.3). Sheboygan Center students, who had the highest mean G.P.A., had the fifth highest high school centile rank mean (65.0) and the third highest CQT total centile mean (50.0). Marathon County Center students, who had the highest high school centile rank mean (72.8) and the highest CQT total centile mean (54.6), had a medium mean G.P.A. (2.15).

MADISON CAMPUS TRANSFERS

While it is not expected that all Center students will eventually transfer to the Madison campus, a fair proportion generally continue their education there. It is likely that the majority of students who would transfer to the Madison campus as undergraduates would have done so by the end of the six semesters investigated. Only 84 of the 1,507 new freshmen (5.6%) completed the sixth semester, second semester 1964-65, at a Center.

The overall transfer rate to the Madison campus through the six semesters was 27.7 per cent (Table VII). After 12 semesters, 34.7 per cent of the fall 1958 Center new freshman class[1] had transferred to the Madison campus.

TABLE VII

PROPORTION OF FALL 1962 NEW FRESHMEN, FROM EACH CENTER, WHO TRANSFERRED TO THE MADISON CAMPUS

Center Campus	Fall 1962 New Freshmen	New Freshmen Who Transferred to Madison	
	Total No.	No.	% of Total
Green Bay	328	78	23.8
Kenosha	239	50	20.9
Marathon County (Wausau)	228	87	38.2
Fox Valley (Menasha)	217	73	33.6
Racine	217	46	21.2
Manitowoc	140	48	34.3
Sheboygan	99	31	31.3
Marinette	39	5	12.8
TOTAL	1,507	418	27.7

The highest proportion of the fall 1962 Center new freshmen to transfer to the Madison campus was of those initially enrolled at the Marathon County Center (38.2%). The lowest proportion of Center new freshmen to transfer to the Madison campus was of those who started at the Marinette Center (12.8%). Some students from the Centers, of course, transferred to other universities or colleges. This report does not follow up those students.

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[1] See: L. Joseph Lins and Allan P. Abell, "Attendance Patterns of Fall 1958 University of Wisconsin Center System New Freshmen Who Transferred to the Madison Campus" (Madison: The University of Wisconsin, Office of Institutional Studies, May 1966).

Characteristics of Transfers

Sex

There appears to be a greater tendency for the men than for the women to continue their education on the Madison campus (Table VIII). While the men made up 66.0 per cent of the fall 1962 Center new freshman enrollment, 71.8 per cent of the Madison campus transfers were men.

TABLE VIII

PER CENT BY SEX OF FALL 1962 CENTER NEW FRESHMEN
AND OF CENTER TRANSFERS TO MADISON

Sex	Originally Enrolled in Center	Transferred to Madison
Male	66.0	71.8
Female	34.0	28.2
TOTAL	100.0	100.0
TOTAL CASES	(1,507)*	(418)

*Percentages are based upon the enrollment report figures rather than on the 1,507 students who were finally classified as new freshman matriculants.

High School Centile Rank

Due to the fact that the majority of Center transfers to the Madison campus had done satisfactory college level work for two or more semesters, it is not surprising that the transfers as a group were higher in high school centile rank than was true of the original freshman class (Table IX). Over half of the transfers (59.8%) ranked in the upper quarter of their high school classes, while only 42.0 per cent of the original freshman class ranked this high. Nevertheless, the transfer group had students from all four quarters of high school class rank.

CQT Total Centiles

As is true with high school centile ranks, College Qualification Test total centiles indicate a higher potential for academic success on a group basis for the transfers than for the original fall 1962 Center new freshman class (Table X). Approximately two-thirds (66.9%) of the transfers had CQT total centiles in the upper half, while only 46.9 per cent of the original group was this high.

TABLE IX

HIGH SCHOOL CENTILE RANKS OF FALL 1962 CENTER NEW FRESHMEN AND OF CENTER TRANSFERS TO MADISON

High School Centile Rank	Total New Freshmen		New Freshmen Transferring to Madison	
	No.	Cum. %	No.	Cum. %
75-99	607	42.0	244	59.8
50-74	484	75.6	120	89.2
25-49	267	94.0	37	98.3
1-24	86	100.0	7	100.0
TOTAL*	1,444		408	

*High school centile ranks were not available for all students.

TABLE X

COLLEGE QUALIFICATION TEST TOTAL CENTILES OF FALL 1962 CENTER NEW FRESHMEN AND OF CENTER TRANSFERS TO MADISON

CQT Total Centiles	Total New Freshmen		New Freshmen Transferring to Madison	
	No.	%	No.	%
75-99	280	20.4	135	32.8
50-74	364	26.5	140	34.1
25-49	355	25.8	88	21.4
1-24	375	27.3	48	11.7
TOTAL*	1,374	100.0	411	100.0

*CQT scores were not available for all students.

Time of Transfer

Approximately one-fourth (25.6%) of the Madison campus transfers transferred to Madison one year after their initial Center enrollment (Table XI), while the majority (61.9%) transferred after two years had elapsed. A slightly higher percentage of the male transfers (64.0%) than of the female transfers (56.8%) transferred two years after their initial Center enrollment.

TABLE XI

SEMESTER AND YEAR OF FIRST MADISON CAMPUS ATTENDANCE ACCORDING TO SEX

Semester and Year	Men		Women		Total	
	No.	%	No.	%	No.	%
First Sem., 1963-64	68	22.7	39	33.1	107	25.6
Second Sem., 1963-64	13	4.3	7	5.9	20	4.8
First Sem., 1964-65	192	64.0	67	56.8	259	61.9
Second Sem., 1964-65	27	9.0	5	4.2	32	7.7
TOTAL	300	100.0	118	100.0	418	100.0

Judging from the credits earned at the Centers by the Madison campus transfers, the majority were in continuous attendance until their transfer to Madison. Of those who transferred after one year, 92.5 per cent earned 24 or more credits at a Center, and 92.3 per cent of those who transferred after two years earned 48 or more credits at a Center.

College or School at Madison

While the majority of transfers (56.7%) first registered in the College of Letters and Science after transferring to Madison (Table XII), fairly high percentages registered in the College of Engineering (18.0%) and in the School of Education (11.2%). Three registered in the School of Pharmacy with a first year Pharmacy classification (junior year).

TABLE XII

COLLEGE OR SCHOOL OF FIRST MADISON CLASSIFICATION

College or School	No.	%
Letters and Science	237	56.7
Agriculture	12	2.9
Home Economics	8	1.9
Commerce	28	6.7
Education	47	11.2
Engineering	75	18.0
Nursing	8	1.9
Pharmacy	3	0.7
TOTAL	418	100.0

Madison Campus Attendance

As seen from Table XIII, about one-fourth (25.6%) of those who transferred to the Madison campus during the six semesters investigated transferred the first semester of the 1963-64 year; by the first semester of the 1964-65 year, 92.3 per cent of the Center students transferring had transferred. Of the transfers, 63 (15.1%) had withdrawn from the Madison campus prior to the beginning of the sixth semester since entering a Center. Eighty-four of the original new freshmen were still enrolled at a Center during this semester, and were, as such, still potential undergraduate transfers.

TABLE XIII

ENROLLMENT STATUS AT MADISON CAMPUS OF CENTER TRANSFERS ACCORDING TO SEMESTER AND YEAR

Enrollment Status on Madison Campus	Semester and Year							
	I Sem. 1963-64		II Sem. 1963-64		I Sem. 1964-65		II Sem. 1964-65	
	No.	%	No.	%	No.	%	No.	%
Did not Transfer	311	74.4	291	69.6	32	7.7	--	--
Withdrew During Semester	4	1.0	7	1.7	13	3.1	20	4.8
Completed Semester	103	24.6	110	26.3	343	82.0	335	80.1
No Longer Attending	--	--	10	2.4	30	7.2	63	15.1
TOTAL	418	100.0	418	100.0	418	100.0	418	100.0

While there was a limited number of semesters of attendance possible at Madison (a maximum of four), the attendance at Madison was relatively continuous. Only five transfers (1.2%) were not in continuous attendance during their stay at Madison, after transfer to the Madison campus (Table XIV). Only 17.5 per cent attended the Madison campus for four semesters during the period studied, while 59.8 per cent attended two semesters. These figures again reflect the high proportion that stayed at a Center four semesters rather than two semesters.

Ninety-one per cent of the transfers from the Green Bay Center and 90.0 per cent of the transfers from the Kenosha Center were still in attendance at Madison during the sixth semester (second semester, 1964-65). Only 60.0 per cent of the transfers from the Marinette Center (only 3 cases) were still in

TABLE XIV

SEMESTERS OF CONTINUOUS AND OF TOTAL ATTENDANCE AT MADISON OF CENTER TRANSFERS TO THE MADISON CAMPUS

Semesters	Continuous Attendance			Total Attendance		
	No.	%	Cum. %	No.	%	Cum. %
4	73	17.5	17.5	73	17.5	17.5
3	20	4.8	22.3	24	5.7	23.2
2	249	59.5	81.8	250	59.8	83.0
1	71	17.0	98.8	71	17.0	100.0
Not Continuous	5	1.2	100.0	--	--	—
TOTAL	418	100.0		418	100.0	

attendance at that time. Next lowest in the percentage of transfers still in attendance at Madison during the sixth semester were transfers from the Sheboygan Center (80.6%), the Fox Valley Center (80.8%), and the Manitowoc Center (81.2%).

Grade-Point Average

As was true with the fall 1958 Center new freshman class,[2] there was a general drop in grade-point averages earned the first semester after transferring to the Madison campus, from the overall grade-point average earned at the Centers (Table XV). This drop in grade-point averages might reflect a difference in grading practices between the Centers and the Madison campus, "transfer shock," or a combination of both.

TABLE XV

FIRST MADISON GRADE-POINT AVERAGE AND TOTAL MADISON CUMULATIVE GRADE-POINT AVERAGE MEANS ACCORDING TO CENTER CUMULATIVE GRADE-POINT AVERAGE

Grade-Point Average	Center Cumulative G.P.A.				Total
	Under 2.00	2.00-2.49	2.50-2.99	3.00 or Over	
	Mean G.P.A.	Mean G.P.A.	Mean G.P.A.	Mean G.P.A.	Mean G.P.A.
First Madison	1.86	2.06	2.32	2.85	2.31
Madison Cumulative	1.79	2.08	2.43	2.88	2.35
TOTAL CASES*	48	133	104	103	388

*Twenty students withdrew before completing their first semester at Madison, and 10 more did not complete a semester at a Center.

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[2] *Ibid.*

The overall cumulative grade-point average at Madison was not appreciably higher than the first semester grade-point average at Madison. This most likely reflects the few semesters involved in the Madison cumulative grade-point average and the fact that the first semester grade-point average is included in the cumulative grade-point average.

According to Center Credits

In order to detect any relationship that might exist between length of time spent at the Centers and grade-point averages, Table XVI was developed giving the various Madison grade-point averages according to credits earned at the Centers. The 24-35 Center-credit group (about two semesters of work) and the 60 or more credit group (four or more semesters) had the highest Center cumulative grade-point averages (2.66 and 2.69, respectively) and the highest first Madison campus grade-point average (both 2.36). The higher grade-point averages of these two groups do not necessarily reflect a relationship of time at the Centers to grade-point average but do reflect the fact that the two groups had higher academic potential, on the average, as measured by high school rank and CQT, than the other Center-credit groups. The average high school centile ranks for the 24-35 credit group and for the 60 or more credit group were 81 and 78, respectively, while for the other Center-credit groups, the mean high school centile ranks ranged from 50 to 71.

According to Center

There appears to be no clear relationship between the size of the mean Center cumulative grade-point average and the amount of drop to the first Madison grade-point average (Table XVII). Transfers from the Manitowoc Center had the highest Center cumulative G.P.A. mean (2.73) and the greatest drop to the first Madison G.P.A. mean (2.12). However, transfers from the Marathon County Center had a relatively high Center cumulative G.P.A. mean (2.55) and the least drop to the first Madison G.P.A. mean (2.46). The latter group had the highest average high school centile rank (84.4) and the highest mean CQT total centile (68.9).

Except for the transfers from the Marinette Center (only 4 cases), and those from the Marathon County Center, there appears to be little relationship between high school centile rank or CQT total centiles and the different grade-point averages, between Centers. This is most likely due to the limited differences in potential as indicated by the range of high school centile rank means (70.0 to 78.9) and the range of CQT total centile means (50.4 to 64.4). There were, however, fairly wide ranges in the grade-point average means when viewed by Center.

TABLE XVI

CENTER CUMULATIVE G.P.A., FIRST MADISON G.P.A., AND CUMULATIVE MADISON G.P.A. MEANS ACCORDING TO CENTER CREDITS EARNED

Grade-Point Average	Center Credits					Total
	Under 24	24-35	36-47	48-59	60 or Over	
	Mean G.P.A.	Mean G.P.A.	Mean G.P.A.	Mean G.P.A.	Mean G.P.A.	Mean G.P.A.
Center Cumulative	1.62	2.66	2.53	2.41	2.69	2.60
First Madison	1.30	2.36	2.23	2.25	2.36	2.32
Madison Cumulative	1.44	2.42	2.15	2.23	2.42	2.35
TOTAL CASES*	6	100	25	81	176	388

*Twenty students withdrew before completing their first semester at Madison, and 10 more did not complete a semester at a Center.

TABLE XVII

HIGH SCHOOL CENTILE RANK, CQT TOTAL CENTILE, AND GRADE-POINT AVERAGE MEANS ACCORDING TO CENTER FROM WHICH TRANSFERRED

Means	University Center							
	Green Bay	Kenosha	Manitowoc	Marinette	Fox Valley	Racine	Sheboygan	Marathon
High School Centile Rank	76.6	73.6	76.0	58.2	70.0	78.9	75.8	84.4
CQT Total Centile	56.6	50.4	60.3	48.5	57.2	64.4	57.3	68.9
Center Cumulative G.P.A.	2.61	2.54	2.73	2.29	2.63	2.56	2.57	2.55
First Madison G.P.A.	2.16	2.35	2.12	1.88	2.39	2.31	2.27	2.46
Madison Cumulative G.P.A.	2.20	2.37	2.24	1.86	2.38	2.40	2.30	2.46
TOTAL CASES*	77	46	43	4	72	45	30	81

*Not all students had each measure; the total "N" ranged from 388 to 398.

SUMMARY AND GENERALIZATIONS

This is a study of the class entering The University of Wisconsin Centers in the fall of the 1962-63 year. It investigates the characteristics of those students and follows their educational progress, either at the Centers or at Madison, for the first six semesters after entrance.

The results of the study seem to warrant certain generalizations:

1. A higher proportion of Center new freshmen are men than is true of Madison campus new freshmen. This is in part due to the much higher proportion of non-resident new freshmen among the Madison new freshmen and the fact that a higher proportion of non-resident freshmen are women than is true of resident freshmen.

2. Center new freshmen as a group do not evidence as high a potential for college work, as measured by high school rank and CQT scores, as Madison new freshmen do.

3. A higher proportion of Center freshmen than of Madison freshmen are dropped for academic reasons.

4. There are variations in grade-point averages among the Centers. However, there does not appear to be a clear relationship between grades by Center and high school rank or CQT scores.

5. There appears to be a greater tendency for the male than for the female Center students to transfer to Madison, and for the transfers to be more highly qualified than the non-transfers.

6. The majority of the Center students who transfer to Madison do so after two years of work at a Center, and after continuous attendance at a Center.

7. The majority of transfers to Madison enroll initially in the College of Letters and Science at Madison.

8. It appears that, if students transfer from the Centers to Madison, their attendance at Madison will be relatively continuous.

9. Center transfers as a group experience a drop in grade-point average on transferring to Madison.

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SURVEY OF FALL 1958 UNIVERSITY OF WISCONSIN CENTER SYSTEM NEW FRESHMEN WHO DID NOT TRANSFER TO THE MADISON CAMPUS OR WHO TRANSFERRED TO THE MADISON CAMPUS BUT WERE NOT GRADUATED BY JUNE 1964

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The University of Wisconsin
October 1966

UNIVERSITY OF CALIF.
LOS ANGELES

JAN 31 1967

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INTRODUCTION

This report deals with the second phase of a follow-up of fall 1958 University of Wisconsin Center new freshmen. It consists of the analyses of a survey questionnaire sent to members of that new freshman group who did not transfer to the Madison campus after leaving a Center or who did transfer but did not earn a bachelor's degree at Madison by June 1964.

In the first phase[1] of the follow-up of this entering class--the investigation of attendance patterns and rate of graduation of Madison campus transfers through use of University records--it was found that of the total new freshmen, 34.7 per cent transferred to the Madison campus. Of the 324 who transferred to Madison, 63.5 per cent earned a bachelor's degree by June 1964.

Group Surveyed

The 729 fall 1958 Center new freshmen who had not been granted a Madison campus degree by June 1964, were mailed a questionnaire[2] on May 19, 1965. Latest home addresses as given on University records were used for mailing; however, due to the period of time elapsed, a number of the questionnaires were returned with an indication that an incorrect address had been used. An effort to locate more recent addresses was made using phone directories and records of the Wisconsin Alumni Association. After checking all available sources, correct addresses for 79 (10.8%) of the students were not found.

On June 9, 1965, after 33.2 per cent of the students in the group had returned questionnaires, a second questionnaire with a reminder letter[3] was sent to those students for whom apparently correct addresses were available.

Questionnaire Returns

A total of 351 questionnaires were returned. This represented 48.1 per cent of the survey group, or 54.0 per cent of the survey group with apparently correct addresses.

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[1] L. Joseph Lins and Allan P. Abell, "Attendance Patterns of Fall 1958 University of Wisconsin Center System New Freshmen Who Transferred to the Madison Campus" (Madison: The University of Wisconsin, Office of Institutional Studies, May 1966).

[2] See Appendix.

[3] See Appendix.

To determine the representativeness of the return group, chi-square tests were made comparing the return group with the original 729 surveyed with respect to sex, initial Center, and high school centile rank. The return group was found not to vary significantly from the survey group except in respect to high school centile rank (p less than .02). A somewhat higher percentage of students with a high school centile rank of 50 or over (54.8%) responded than was true of those with a high school rank under 50 (40.6%). Approximately one-third (36.3%) of the survey group had high school centile ranks under 50.

CENTER ATTENDANCE

The majority of the fall 1958 Center new freshman questionnaire respondents (57.3%) were enrolled for only one or two semesters at a Center. Only 29.3 per cent attended four or more semesters (Table I). The attendance of these new freshmen was relatively stable. Only 17.4 per cent attended intermittently; 18.8 per cent attended only one semester; and 63.8 per cent attended from two to seven or more semesters without interruption.

TABLE I

CONSECUTIVE AND TOTAL SEMESTERS REGISTERED AT THE CENTERS

Semesters Registered	Consecutive Semesters		Total Semesters	
	No.	Cum. %	No.	Cum. %
7 or More	1	0.3	5	1.4
6	3	1.1	11	4.6
5	8	3.4	17	9.4
4	57	19.7	70	29.3
3	24	26.5	47	42.7
2	131	63.8	135	81.2
1	66	82.6	66	100.0
Not Consecutive	61	100.0	--	--
TOTAL	351		351	

According to Sex

Women tended to remain at the Centers less time than did the men. About one-third of the men (32.8%) were enrolled for four or more semesters, while only 21.2 per cent of the women were enrolled a minimum of four semesters. About two-thirds of the women (66.3%) and just over half of the men (53.4%) attended less than three semesters.

According to Center

With the exception of the new freshmen at Marinette, which was a one year Center until 1962, the lowest percentage of students enrolled for four or more semesters was of those who first attended Green Bay or Sheboygan (both 20.0%).

The highest percentage of students attending this length of time was of the Kenosha and Fox Valley new freshmen (both 40.0%).

According to High School Centile Rank

There is apparently no relationship between number of semesters attended at a Center and high school centile rank. The highest percentage of students attending only one or two semesters was among those in the high school centile rank range of 25-49 (60.9%), while the lowest percentage was among the 50-74 centile rank range (51.8%). The other high school centile rank groups (1-24 and 75-99) fell in between these two percentages (60.6% and 59.1%, respectively).

Academic Standing

As can be noted from Table II, over half (52.5%) of the respondents completed their first semester of college work free of any academic action. Twenty persons (5.7%) withdrew during their first semester of work, 37.0 per cent were put on probation at the end of the semester, and 4.8 per cent of the respondents were dropped for academic reasons although some of the latter were permitted to enroll the next semester.

TABLE II

CENTER ATTENDANCE AND ACADEMIC ACTIONS
DURING FIRST FOUR SEMESTERS AFTER INITIAL ENROLLMENT

Attendance and Action Status	Sem. 1, 1958-59		Sem. 2, 1958-59		Sem. 1, 1959-60		Sem. 2, 1959-60	
	No.	%	No.	%	No.	%	No.	%
Not Registered	---	---	72	20.5	234	66.7	253	72.2
Completed Semester - No Action	184	52.5	131	37.3	51	14.5	38	10.8
Withdrew During Semester	20	5.7	9	2.6	9	2.6	5	1.4
Probation at end or Continued Probation	130	37.0	106	30.2	45	12.8	44	12.5
Dropped at end of Semester	17	4.8	33	9.4	12	3.4	11	3.1
TOTAL	351	100.0	351	100.0	351	100.0	351	100.0

The drop in percentage of students being on probation from the first semester (37.0%) to the fourth semester (12.5%) reflects the drop in registration rather than students being removed from probation; only 27.8 per cent of the original new freshmen were enrolled during the fourth semester after initial registration.

REASONS FOR LEAVING CENTERS

Of the respondents to the questionnaire, 76.0 per cent of both the men and women indicated that they left a Center prior to completing all the work they could have taken at a Center. Green Bay and Kenosha were the two Centers with the highest proportions leaving prior to the completion of work offered at the Centers (86.2% and 84.0%, respectively).

Among students leaving a Center prior to completing all of the appropriate work offered, the highest proportion (29.6%) gave transfer to another institution (Madison campus 9.0%, Milwaukee campus 1.5%, and another institution 19.1%) as the primary reason for leaving a Center (Table III). A slightly higher proportion of the women (32.9%) than of the men (28.2%) gave transfer as the primary reason. A higher proportion of the men (20.1%) than of the women (7.5%) gave "grades were too low to continue at a Center" as their primary reason for leaving.

While 14.3 per cent of those leaving prior to completing all of the work offered at a Center gave "lacked finances" as the primary reason for leaving, over one-fifth (21.3%) gave this as either a primary or secondary reason for leaving. In general, the order of importance of secondary reasons followed that of the primary reasons.

According to Center

Among those leaving a Center prior to completing all the work offered, those who attended the Manitowoc Center had the highest proportion transferring to Madison, Milwaukee, or another institution (43.8%). Students who attended the Sheboygan Center had the lowest percentage giving this as the primary reason for leaving (20.0%). The Marathon Center group had the highest proportions giving "lacked finances" (21.6%) and "grades were too low to continue at a Center" (29.7%). Those from the Manitowoc Center had the lowest percentage giving low grades as the primary reason for leaving (6.2%).

According to High School Centile Rank

When primary reasons for leaving a Center prior to completing the work offered are viewed according to high school centile rank (Table IV), there are a number of contrasts. The highest proportion giving transfer as the primary reason was of the highest high school centile rank group (75-99; 44.9%), while

TABLE III

PRIMARY REASON FOR LEAVING A CENTER PRIOR TO COMPLETING ALL OF THE WORK OFFERED
(According to Sex)

Primary Reason for Leaving	Men		Women		Total	
	No.	%	No.	%	No.	%
Transferred to Madison	18	9.6	6	7.5	24	9.0
Transferred to Milwaukee	3	1.6	1	1.3	4	1.5
Transferred to another institution	32	17.0	19	24.1	51	19.1
SUBTOTAL TRANSFER	53	28.2	26	32.9	79	29.6
Grades too low to continue at Center	38	20.1	6	7.5	44	16.5
Lacked finances	29	15.4	9	11.4	38	14.3
Preferred to seek employment	17	9.0	5	6.4	22	8.2
Lost interest in college education	11	5.9	8	10.1	19	7.1
Completed intended work	8	4.3	9	11.4	17	6.4
Military service	11	5.9	--	--	11	4.1
Chose inappropriate field of study	7	3.7	1	1.3	8	3.0
Illness (self or family)	4	2.1	3	3.8	7	2.6
Was needed at home	2	1.1	2	2.5	4	1.5
Parents moved	2	1.1	1	1.3	3	1.1
Other*	6	3.2	9	11.4	15	5.6
TOTAL	188	100.0	79	100.0	267	100.0

*Marriage, moved, etc.

TABLE IV

PRIMARY REASON FOR LEAVING A CENTER PRIOR TO COMPLETING ALL OF THE WORK OFFERED
(According to High School Centile Rank)

Primary Reason for Leaving	High School Centile Rank								Total	
	1-24		25-49		50-74		75-99			
	No.	%	No.	%	No.	%	No.	%	No.	%
Transferred to Madison	1	3.6	4	6.9	6	7.1	12	13.5	23	8.8
Transferred to Milwaukee	--	--	1	1.7	--	--	3	3.4	4	1.5
Transferred to another institution	3	10.7	10	17.2	11	12.9	25	28.0	49	18.9
SUBTOTAL TRANSFER	4	14.3	15	25.8	17	20.0	40	44.9	76	29.2
Grades too low to continue at Center	4	14.3	16	27.6	17	20.0	7	7.9	44	16.9
Lacked finances	3	10.7	9	15.5	14	16.5	12	13.5	38	14.6
Preferred to seek employment	3	10.7	5	8.6	8	9.4	6	6.7	22	8.5
Lost interest in college education	5	17.8	3	5.2	5	5.9	4	4.5	17	6.5
Completed intended work	--	--	2	3.5	7	8.2	7	7.9	16	6.2
Military service	4	14.3	1	1.7	3	3.5	3	3.4	11	4.2
Chose inappropriate field of study	1	3.6	2	3.5	2	2.4	3	3.4	8	3.1
Illness (self or family)	1	3.6	2	3.5	3	3.5	1	1.1	7	2.7
Was needed at home	1	3.6	1	1.7	--	--	2	2.2	4	1.5
Parents moved	--	--	1	1.7	1	1.2	1	1.1	3	1.2
Other*	2	7.1	1	1.7	8	9.4	3	3.4	14	5.4
TOTAL	28	100.0	58	100.0	85	100.0	89	100.0	260†	100.0

*Marriage, moved, etc.

†The high school centile rank was not available on seven persons.

the lowest proportion giving this reason was of the lowest rank group (1-24; 14.3%). However, the 25-49 high school centile rank group had the second highest proportion giving transfer as the primary reason for leaving a Center (25.8%).

The lowest high school centile rank group (1-24) had considerably greater proportions giving "lost interest in a college education" (17.8%), and "military service" (14.3%) as primary reasons than the other high school centile rank groups did. The 50-74 high school centile rank group (which was relatively low in giving transfer as a primary reason) had the highest percentage giving "lacked finances" as the primary reason for leaving a Center (16.5%).

It is surprising that the lowest high school centile rank group had the second lowest percentage giving "grades were too low to continue at a Center" as the primary reason for leaving (14.3%). The 25-49 rank group had the highest percentage giving this reason (27.6%).

According to Center Grade-Point Average

As pointed out earlier, 16.5 per cent of the students who left a Center prior to completing all the work that could be taken there gave low grades as the primary reason for leaving. Another 23 students gave this as a secondary reason for leaving, resulting in about one-fourth (25.1%) of them expressing the feeling that they were in academic difficulty. However, only 29.3 per cent of those with a Center grade-point average under 2.00 gave "grades were too low to continue at a Center" as their primary reason for leaving (Table V). Perhaps there is some rationalization on the part of those with a low G.P.A. as relatively high proportions of this group gave "lacked finances" (14.2%) and "preferred to seek employment rather than further education" (11.3%) as the primary reason for leaving.

TABLE V

PRIMARY REASON FOR LEAVING A CENTER PRIOR TO COMPLETING ALL OF THE WORK OFFERED
(According to Center Grade-Point Average)

Primary Reason for Leaving	Center Grade-Point Ave.				Total	
	Less Than 2.00		2.00-3.99			
	No.	%	No.	%	No.	%
Transferred to Madison	4	3.0	20	17.3	24	9.7
Transferred to Milwaukee	--	--	4	3.4	4	1.6
Transferred to another institution	17	12.8	32	27.6	49	19.7
SUBTOTAL TRANSFER	21	15.8	56	48.3	77	31.0
Grades too low to continue at Center	39	29.3	4	3.4	43	17.3
Lacked finances	19	14.2	18	15.5	37	14.9
Preferred to seek employment	15	11.3	6	5.1	21	8.4
Lost interest in college education	11	8.2	2	1.7	13	5.2
Completed intended work	5	3.8	12	10.4	17	6.8
Military service	6	4.5	3	2.6	9	3.6
Chose inappropriate field of study	6	4.5	1	0.9	7	2.8
Illness (self or family)	3	2.3	2	1.7	5	2.0
Was needed at home	2	1.5	1	0.9	3	1.2
Parents moved	1	0.8	2	1.7	3	1.2
Other*	5	3.8	9	7.8	14	5.6
TOTAL	133	100.0	116	100.0	249†	100.0

*Marriage, moved, etc.

†Eighteen withdrew before receiving a grade and did not return to a Center.

LOW GRADES AT THE CENTERS

Among the total group of respondents who completed at least one semester at a Center, almost half of them (45.2%) had a Center grade-point average under a 2.00 (Table VI). There was considerable variation in grade-point average according to Center of initial enrollment. Marinette (13.3%) and Manitowoc (28.6%) had the smallest proportions of students with a G.P.A. under a 2.00, while Marathon County (52.9%), Racine (50.7%), and Sheboygan (50.0%) had the largest proportions of students with low G.P.A.'s.

It should be kept in mind that the relatively low performance of these students reflects the selective nature of the group studied rather than the typical performance of Center students. Those students who transferred to the Madison campus and earned a degree by June commencement, 1964, were omitted from the survey.

Reasons for Low Grades

While 150 of the respondents had a Center grade-point average under 2.00, 165 considered their grades low enough at the time they left a Center to give a reason for them being low (Table VII). Larger proportions of the men than of the women indicated "spent too much time on social life" (30.1% and 13.8%, respectively) and "poor choice of courses" (11.0% and 3.4%, respectively), while larger proportions of the women (24.1%) than of the men (11.0%) indicated "poor preparation in high school." Both men and women were relatively high in checking "employment did not permit sufficient study time" (19.9% and 20.7%, respectively).

According to Center

The highest percentage giving "poor preparation in high school" as the primary reason for low grades was found in the group which attended the Racine Center (27.0%). The highest percentages giving "spent too much time on social life" were found among those who attended the Marinette (50.0%), Fox Valley (42.9%), Sheboygan (41.2%), and Marathon County (37.9%) Centers. However, of these Centers, only the Sheboygan and Marathon County Centers had many students with grades below a 2.00 (17 and 27, respectively).

TABLE VI

CENTER GRADE-POINT AVERAGE
(According to Center of Initial Enrollment)

Center Grade-Point Average	Center																Total	
	Green Bay		Kenosha		Manitowoc		Marinette		Fox Valley		Racine		Sheboygan		Marathon			
	No.	Cum. %	No.	Cum. %	No.	Cum. %	No.	Cum. %	No.	Cum. %	No.	Cum. %	No.	Cum. %	No.	Cum. %	No.	Cum. %
Under 2.00	33	44.0	21	46.7	6	28.6	2	13.3	10	41.7	34	50.7	17	50.0	27	52.9	150	45.2
2.00-2.99	39	96.0	16	82.2	13	90.5	11	86.7	9	79.2	26	89.6	15	94.1	19	90.2	148	89.8
3.00-3.99	3	100.0	8	100.0	2	100.0	2	100.0	5	100.0	7	100.0	2	100.0	5	100.0	34	100.0
TOTAL CASES	75		45		21		15		24		67		34		51		332*	

*Nineteen withdrew before receiving a grade and did not return to a Center.

TABLE VII

PRIMARY REASON FOR LOW GRADES
(According to Sex)

Primary Reason for Low Grades	Men		Women		Total	
	No.	%	No.	%	No.	%
Too much social life	41	30.1	4	13.8	45	27.3
Employment took too much time	27	19.9	6	20.7	33	20.0
Poor high school preparation	15	11.0	7	24.1	22	13.3
Poor choice of courses	15	11.0	1	3.4	16	9.7
Poor study habits[*]	11	8.1	1	3.4	12	7.3
Let work slide	7	5.1	2	6.9	9	5.5
Lost or lacked interest[*]	5	3.7	3	10.4	8	4.8
College work an inappropriate choice	2	1.5	2	6.9	4	2.4
Other[†]	13	9.6	3	10.4	16	9.7
TOTAL	136	100.0	29	100.0	165	100.0

[*] Not an item for choice on the questionnaire.

[†] Illness, college level work encouraged by others, poor instructors, etc.

"Employment did not permit sufficient study time" was prominent as the primary reason for low grades among students who attended the Kenosha Center (41.7%). None of the students from the Sheboygan Center with low grades gave this as the primary reason for their grades being low.

According to Total Semesters Registered at a Center

Among students with low grades who were registered at a Center for one or two semesters, 32.0 per cent gave "spent too much time on social life" as their primary reason for low grades. Among those registered for three or four semesters, the highest proportion indicated "employment did not permit sufficient study time" (29.2%).

According to High School Centile Rank

Among students in the lower half of their high school graduating classes, 31.9 per cent gave "spent too much time on social life" as the primary reason for low grades. Of those with high school centile ranks from 50-99, 25.0 per cent indicated social life as the reason for low grades, while 22.8 per cent indicated "employment did not permit sufficient study time."

2

CONTINUED EDUCATION

Seventy-nine of the fall 1958 Center new freshman respondents transferred to another institution (or University campus) prior to completing the work offered at the Centers. Another 143 transferred after completing work at a Center or after a period of time without attendance at any other institution. Thus 222, or 63.2 per cent, of the respondents had further formal education after leaving a Center.

A third group, those who completed their studies at a Center but did not go on for further education, indicated reasons for not continuing. Of these 24 students, 37.5 per cent indicated "lacked finances" as the primary reason for not continuing. "Originally intended to take no work beyond that offered in the Center System" (16.7%) and "grades were too low" (16.7%) were the other two common reasons.

Of those who continued their formal education, 86.4 per cent did so on a full-time basis. Thirty-seven per cent of those who continued attended two or more institutions after leaving a Center.

Type of Primary Institution Attended

Respondents were asked to identify by name and type the institutions which they attended after leaving a Center. A primary institution was considered to be that institution at which the respondent received a bachelor's degree; if he did not receive a degree, the primary institution was considered the one at which he attained the highest level. Collegiate institutions were chosen as primary in preference to non-collegiate institutions.

Two hundred twenty-two 1958 Center new freshman respondents identified by type the institution chosen as primary. Almost 78 per cent of these attended a university or college as the primary institution (Table VIII). According to the responses, a greater percentage of men than of women attended a university as the primary institution (54.4% and 43.7%, respectively), while a greater percentage of women than of men attended a college as the primary institution (32.8% and 24.1%, respectively).

Similarly, a greater percentage of men than of women attended a business-technical institution (13.9% and 6.3%, respectively), while a greater percentage of women than of men attended a vocational institution (14.1% and 4.4%, respectively).

TABLE VIII

TYPE OF PRIMARY INSTITUTION ATTENDED
(According to Sex)

Type	Men		Women		Total	
	No.	%	No.	%	No.	%
University	86	54.4	28	43.7	114	51.3
College	38	24.1	21	32.8	59	26.6
Vocational	7	4.4	9	14.1	16	7.2
Business-Technical	22	13.9	4	6.3	26	11.7
County Teachers	5	3.2	2	3.1	7	3.2
TOTAL	158	100.0	64	100.0	222	100.0

According to Center

Among those who continued their education, over half the respondents who initially enrolled at the Marinette, Manitowoc, Fox Valley, Marathon County, and Sheboygan Centers attended a university as the primary institution. Ninety per cent of those from the Marinette Center, and 78.6 per cent of those from the Manitowoc Center attended a university as the primary institution. Almost half (45.2%) of the Racine Center 1958 new freshmen who continued their education attended a college as the primary institution. Of the 26 persons who attended a business-technical school as the primary institution, eight were initially enrolled at the Marathon County Center. This represents 22.9 per cent of the Marathon County Center respondents who continued their education.

According to Semesters Registered at a Center

The 10 respondents who attended a Center for more than five semesters and continued their education attended a university or college as the primary institution. Those enrolling for only one semester at a Center, as indicated in Table IX, are very evenly distributed as to primary institution among universities, colleges, vocational schools, and business-technical institutions. Forty-eight per cent of these students attended a college or university; whereas 96.0 per cent of those who attended a Center for four semesters attended a college or university. Over three-fourths (77.7%) of those who were enrolled at a Center for two semesters attended a college or university. From this it appears that the longer the respondent remained at a Center, the more likely he was to attend a degree-granting institution.

TABLE IX

TYPE OF PRIMARY INSTITUTION ATTENDED
(According to Total Number of Semesters Enrolled at a Center)

Type	Number of Semesters									
	1		2		3		4		5 or More	
	No.	%	No.	%	No.	%	No.	%	No.	%
University	7	26.0	47	50.0	15	45.5	36	70.5	9	52.9
College	6	22.2	26	27.7	8	24.2	13	25.5	6	35.3
Vocational	6	22.2	7	7.4	1	3.0	1	2.0	1	5.9
Business-Technical	6	22.2	13	13.8	7	21.2	--	--	--	--
County Teachers	2	7.4	1	1.1	2	6.1	1	2.0	1	5.9
TOTAL	27	100.0	94	100.0	33	100.0	51	100.0	17	100.0

According to High School Centile Rank

Of the respondents who continued their formal education, 91.9 per cent of those ranking in the top quarter of their high school class attended a degree-granting institution, while only 68.3 per cent of those in the bottom quarter of their high school class attended that type. Conversely, only 8.9 per cent of the respondents in the top quarter attended a vocational, business-technical, or county teachers institution, while 31.7 per cent of those in the bottom quarter of their high school class did so. No clear relationship between type of institution and rank in class was found for respondents ranking in the middle half of their high school class; in fact, a slightly higher percentage of those who ranked in the second quarter (25-49) attended a degree-granting institution than did those in the third quarter (50-74)--71.1 per cent and 67.1 per cent, respectively.

According to Center Grade-Point Average

There appears to be a relationship between Center grade-point average and type of primary institution, as indicated by those who continued their education (Table X). For example, 92.4 per cent of the respondents whose Center G.P.A. was over 2.00 attended a degree-granting institution as the primary institution, while only 57.7 per cent of those whose Center G.P.A. was under a 2.00 did so.

In contrast, 42.3 per cent of the continuing students with Center G.P.A.'s under 2.00 attended as the primary institution a non-degree-granting institution, i.e., vocational school, a business-technical institution, or a county teachers college; only 7.6 per cent of those with Center G.P.A.'s between 2.00-3.99 did so.

TABLE X

TYPE OF PRIMARY INSTITUTION ATTENDED (According to Center Grade-Point Average)

Type of Institution	Center Grade-Point Average				Total	
	Under 2.00		2.00-3.99			
	No.	%	No.	%	No.	%
University	27	31.8	86	65.1	113	52.1
College	22	25.9	36	27.3	58	26.7
Vocational	11	12.9	4	3.0	15	6.9
Business-Technical	20	23.5	5	3.8	25	11.5
County Teachers	5	5.9	1	0.8	6	2.8
TOTAL	85	100.0	132	100.0	217*	100.0

*Five withdrew before receiving a grade and did not return to a Center.

Total Semesters or Quarters at Primary Institution

Of those who continued their education after leaving a Center, 36.9 per cent attended the primary institution for six or more semesters or quarters. Sixty-nine per cent attended for four or more semesters.

Reasons for Attending Madison Campus

Thirty-eight of the 1958 Center new freshman respondents indicated that they transferred from a Center to the Madison campus and gave reasons for doing so. Specifically, they were asked why they chose the Madison campus over the Milwaukee campus in the transfer. Half of the respondents gave the reason that more courses were offered in their field at the Madison campus (Table XI). The next most popular reason given was that of knowing and/or liking Madison, which was indicated by 21.0 per cent of the respondents to this item. Although 13.2 per cent gave the reason that Madison was closer to home than was Milwaukee, 18.2 per cent of the women gave this as the reason, while only 11.1 per cent of the men did so.

All of the respondents who initially enrolled at the Kenosha, Marinette, or Fox Valley Centers gave as the reason for transferring to Madison that more courses were available in their field than were available at Milwaukee. Of the Marathon County respondents, 44.4 per cent gave the reason that Madison was closer to home than Milwaukee.

TABLE XI

REASONS FOR TRANSFERRING FROM A CENTER TO THE MADISON CAMPUS
(According to Sex)

Reasons	Men		Women		Total	
	No.	%	No.	%	No.	%
More courses in field	15	55.6	4	36.4	19	50.0
Like or know city	6	22.2	2	18.2	8	21.0
Close to home	3	11.1	2	18.2	5	13.2
Not like Milwaukee	1	3.7	2	18.2	3	7.9
Other	2	7.4	1	9.0	3	7.9
TOTAL	27	100.0	11	100.0	38	100.0

Reasons for Attending Milwaukee Campus

Twenty-three 1958 Center new freshman respondents gave reasons for transferring from a Center to the Milwaukee campus rather than to the Madison campus. The most common reason, given by 39.2 per cent of the respondents to the item, was that it was less expensive because they could commute (Table XII). Almost one-third (31.5%) of the male respondents gave the reason that Milwaukee was closer to home than was Madison. None of the female respondents gave this reason. Also indicated by male respondents only (21.1%) was the reason that better part-time jobs were available in Milwaukee than in Madison. Only one respondent chose Milwaukee because he felt that more courses were available in his field of study.

TABLE XII

REASONS FOR TRANSFERRING FROM A CENTER TO THE MILWAUKEE CAMPUS
(According to Sex)

Reasons	Men		Women		Total	
	No.	%	No.	%	No.	%
Cheaper - commutes	7	36.8	2	50.0	9	39.2
Close to home	6	31.5	--	--	6	26.1
Better part-time jobs	4	21.1	--	--	4	17.4
Smaller school	1	5.3	1	25.0	2	8.7
More courses in field	1	5.3	--	--	1	4.3
For independence	--	--	1	25.0	1	4.3
TOTAL	19	100.0	4	100.0	23	100.0

Among those who attended the Milwaukee campus, all of the respondents who initially attended the Kenosha Center and 83.3 per cent of those from the Racine Center gave as the reason for transferring to Milwaukee either that the campus was closer to home or that it was less expensive because commuting was convenient.

Reasons for Attending Institutions Other than Madison or Milwaukee Campus

Reasons for transfer from the Center to an institution other than the Madison or Milwaukee campuses of The University of Wisconsin were indicated by 108 students, or 30.8 per cent of those who responded to the questionnaire (53 students who attended an institution did not give reasons for their choices). Of those who gave reasons, 14.8 per cent, or sixteen respondents (including three men), indicated that their Center attendance had been supplementary to their enrollment in a local school of nursing program and that they were continuing in that program (Table XIII). The desire to attend a less expensive school was the response most often given; 17.6 per cent of the respondents (13 men and 6 women) gave this reason. Seventeen respondents (15.8%) wanted to attend an institution nearer home.

TABLE XIII

REASONS FOR TRANSFERRING TO INSTITUTIONS
OTHER THAN MADISON OR MILWAUKEE CAMPUSES OF THE UNIVERSITY
(According to Sex)

Reason	Men		Women		Total	
	No.	%	No.	%	No.	%
Less expensive to attend	13	16.9	6	19.4	19	17.6
Nearer home	11	14.3	6	19.4	17	15.8
In nursing program	3	3.9	13	41.9	16	14.8
Smaller school	13	16.9	1	3.2	14	13.0
More specialized	10	13.0	--	--	10	9.3
Field not available	8	10.4	--	--	8	7.4
Commute	4	5.2	1	3.2	5	4.6
Grades too low	5	6.5	--	--	5	4.6
Like campus city	1	1.3	--	--	1	0.9
Other*	9	11.6	4	12.9	13	12.0
TOTAL	77	100.0	31	100.0	108	100.0

*To get away from home, to attend a church-affiliated school, etc.

Thirteen of the 16 respondents who were in a nursing program initially attended either the Green Bay or Racine Center. There were generally too few cases from each Center to make any generalizations by Center about reasons for attending institutions other than the Madison or Milwaukee campuses of The University of Wisconsin.

The fact that all except one of those in a nursing program were in the upper half of their high school classes distorts the percentages of reasons according to high school centile rank. However, a much higher percentage of those with a high school centile rank under 50 than of those with a rank of 50 or over indicated they attended another institution because it was less expensive than the Madison or Milwaukee campuses (32.2% and 12.0%, respectively).

Reasons for Leaving the Madison Campus or the Milwaukee Campus

While 61 respondents gave a reason for transferring either to the Madison campus or the Milwaukee campus, 63 gave a reason for leaving one of those campuses. Over one-fifth (20.6%) left after graduation. Of those who were not graduated (Table XIV), 20.0 per cent gave the reason "grades were too low to continue," 16.0 per cent "cost of attendance too great," and 14.0 per cent "wanted to attend a smaller institution."

TABLE XIV

PRIMARY REASON FOR LEAVING THE MADISON OR MILWAUKEE CAMPUS AFTER TRANSFERRING THERE (According to Sex)

Primary Reason for Leaving	Men		Women		Total	
	No.	%	No.	%	No.	%
Grades too low	8	21.7	2	15.4	10	20.0
Cost too great	5	13.5	3	23.1	8	16.0
Attend a smaller institution	6	16.2	1	7.7	7	14.0
Chose inappropriate field of study	4	10.8	2	15.4	6	12.0
Attended only for background	3	8.1	1	7.7	4	8.0
Lost interest in education	3	8.1	--	--	3	6.0
Disappointed in instruction	3	8.1	--	--	3	6.0
Attend closer to home	1	2.7	1	7.7	2	4.0
Other*	4	10.8	3	23.1	7	14.0
TOTAL	37	100.0	13	100.1	50†	100.0

*Marriage, illness, etc.

†Thirteen were graduated prior to leaving (two gave a reason for leaving, but not a reason for their initial transfer to the Madison or Milwaukee campus).

Campus Now Attending

Twenty-eight of the 1958 Center new freshman respondents (8.0%) indicated that they were presently enrolled on a University of Wisconsin campus (second semester, 1964-65), 14 semesters after their initial enrollment. Twenty-one of them were men and seven were women. Eight of the 28 (28.5%) indicated that they were presently enrolled at a University Center, while 12, or 43.0 per cent, were presently enrolled on the Madison campus. Eight were presently enrolled on the University of Wisconsin-Milwaukee campus. It is likely that some were working on advanced degrees.

Future Attendance

Of the 351 respondents, 241 (68.7%) specified whether or not they hoped to continue their education in the future. Ninety-one, or 37.8 per cent of those responding to the item, replied negatively. Of the 150 who specified that they would continue, 34 (22.7%) had already earned a bachelor's degree.

Among those without a bachelor's degree, 18.1 per cent indicated the Madison campus, 13.8 per cent the Milwaukee campus, and 25.9 per cent a Center as the place of future attendance. Five per cent specified a vocational, technical, or business institution as the type of institution for future attendance.

COMPLETION OF FURTHER FORMAL EDUCATION

As seen earlier, 222 of the respondents (63.2%) continued their formal education at some time after leaving a Center. Among those continuing, 173 (77.9%) did so at a college or university.

Degrees According to Sex

Almost half (47.4%) of the 173 respondents who indicated attendance at a collegiate institution earned a degree at some four-year institution within or outside of the state of Wisconsin. Over half (53.2%) of the men and 32.7 per cent of the women who attended a collegiate institution earned a degree.

Half of the women who earned their degrees did so at a Wisconsin State University (Table XV). This was also the most common educational system chosen by the men who earned degrees, with 37.9 per cent of them earning their degrees at a Wisconsin State University. Six of the male respondents earned degrees at the Madison campus[4] of The University of Wisconsin.

TABLE XV

BACHELOR'S DEGREE INSTITUTION
(According to Sex)

Degree Institution	Men		Women		Total	
	No.	%	No.	%	No.	%
U.W., Madison	6	9.1	2	12.5	8	9.8
U.W.-Milwaukee	9	13.6	2	12.5	11	13.4
Wisconsin State University	25	37.9	8	50.0	33	40.2
Other Wisconsin university or college	13	19.7	1	6.3	14	17.1
College or univ. in another state	13	19.7	3	18.7	16	19.5
TOTAL	66	100.0	16	100.0	82	100.0

After Wisconsin state universities, the next most common type of institution from which women respondents earned degrees was that of colleges and universities in other states. Two women (12.5%) gained degrees from The University of Wisconsin, Madison campus, and two from The University of Wisconsin, Milwaukee campus.

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[4] Of the students who transferred to the Madison campus, only those who had not earned a degree by June commencement, 1964, were surveyed.

Degrees According to Center

There was considerable variation in the proportions of questionnaire respondents earning degrees according to Center of initial enrollment. Marinette and Manitowoc were high with 40.0 per cent and 34.8 per cent of the respondents, respectively, having earned degrees. Racine (14.7%) and Kenosha (20.0%) Centers were low with respect to former students earning degrees. However, it should be recalled that those who earned degrees at the Madison campus by June commencement 1964 were not included in the survey.[5]

Two-thirds of the former students at both the Marinette and Fox Valley Centers who earned degrees earned them at a Wisconsin State University. Half of the degree respondents from the Manitowoc and Marathon County Centers also earned them at a Wisconsin State University.

Forty per cent of the Racine Center respondents who earned degrees and 25.0 per cent of the Manitowoc Center respondents who earned degrees did so at the University of Wisconsin-Milwaukee. None of the respondents who began their higher education at the Green Bay, Marinette, or Marathon County Centers earned a degree at the University of Wisconsin-Milwaukee. The Sheboygan Center ranked highest in the per cent of respondents who earned degrees at institutions outside the state of Wisconsin, with 36.4 per cent of those with degrees indicating such institutions.

Degrees According to Total Semesters at a Center

The highest proportion of total respondents earning bachelor's degrees was found among those who attended a Center for four semesters (42.9%). Only 9.1 per cent of those registered for one semester at a Center earned a degree.

Among those students who earned a degree and who attended a Center for one or two semesters, 43.6 per cent earned bachelor's degrees at a Wisconsin State University and 35.9 per cent at a college or university in another state (Table XVI). Of those who attended a Center for three or four semesters, 36.9 per cent earned degrees at a Wisconsin State University, 26.3 per cent at a private college or university in Wisconsin, and 23.7 per cent at the University of Wisconsin-Milwaukee.

Degrees According to High School Centile Rank

Twenty of those who ranked in the bottom half of their high school classes (19.6%) earned degrees; none of these, however, earned degrees from The University of Wisconsin, Madison campus. Half of these students earned a bachelor's degree

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[5] Lins and Abell, op. cit.

TABLE XVI

BACHELOR'S DEGREE INSTITUTION
(According to Total Semesters Attended at a Center)

Degree Institution	Total Semesters Attended						Total	
	1-2		3-4		5-6			
	No.	%	No.	%	No.	%	No.	%
U.W., Madison	3	7.7	4	10.5	1	20.0	8	9.8
U.W.-Milwaukee	2	5.1	9	23.7	--	--	11	13.4
Wis. State University	17	43.6	14	36.9	2	40.0	33	40.2
Other Wis. college or university	3	7.7	10	26.3	1	20.0	14	17.1
College or university in another state	14	35.9	1	2.6	1	20.0	16	19.5
TOTAL	39	100.0	38	100.0	5	100.0	82	100.0

at a Wisconsin State University (Table XVII).

About one-fourth (24.9%) of those in the upper half of their high school classes earned degrees. Of those who earned degrees, almost half (42.4%) of those with a high school centile rank between 75 and 99, and 29.7 per cent of those with a rank between 50 and 74 earned degrees from a Wisconsin State University. About one-fourth (24.3%) of those ranking in the upper quarter of their high school classes earned degrees at the University of Wisconsin-Milwaukee.

TABLE XVII

BACHELOR'S DEGREE INSTITUTION
(According to High School Centile Rank)

Degree Institution	High School Centile Rank						Total	
	Under 50		50-74		75-99			
	No.	%	No.	%	No.	%	No.	%
U.W., Madison	--	--	4	14.8	4	12.1	8	10.0
U.W.-Milwaukee	1	5.0	2	7.4	8	24.3	11	13.8
Wis. State University	10	50.0	8	29.7	14	42.4	32	40.0
Other Wis. college or university	5	25.0	6	22.2	3	9.1	14	17.5
College or university in another state	4	20.0	7	25.9	4	12.1	15	18.7
TOTAL	20	100.0	27	100.0	33	100.0	80*	100.0

*High school centile ranks were not available for two persons who earned a degree.

Degrees According to Center Grade-Point Average

Only 11.3 per cent of those with a Center grade-point average under 2.00 earned a degree while 35.7 per cent of those with a 2.00 or over did so. As indicated in Table XVIII, a higher proportion of the degree students with a Center grade-point average under 2.00 earned degrees at a Wisconsin State University (47.1%) than was true of those with a Center grade-point average of 2.00 or above (38.5%). A relatively high percentage of the low G.P.A. group (29.4%) earned degrees at private colleges or universities in Wisconsin.

TABLE XVIII

BACHELOR'S DEGREE INSTITUTION
(According to Center Grade-Point Average)

Degree Institution	Center Grade-Point Ave.				Total	
	Under 2.00		2.00-3.99			
	No.	%	No.	%	No.	%
U.W., Madison	--	--	8	12.3	8	9.8
U.W.-Milwaukee	1	5.9	10	15.4	11	13.4
Wis. State University	8	47.1	25	38.5	33	40.2
Other Wis. college or university	5	29.4	9	13.8	14	17.1
College or university in another state	3	17.6	13	20.0	16	19.5
TOTAL	17	100.0	65	100.0	82	100.0

Total Degrees

In the first phase of the follow-up of 1958 fall Center new freshmen, it was found that 206 of the 324 students (63.5%) who transferred to the Madison campus earned a degree by June commencement, 1964. The addition of the 82 respondents who later earned a degree at Madison or who earned a bachelor's degree elsewhere brings the total up to 288, or 30.8 per cent of the original new freshmen.

If those without available current addresses and those who did not respond earned degrees in the same proportion as the questionnaire respondents, then the total would be 376, or 40.2 per cent of the original group. It is likely that the true figure is somewhat less than 40 per cent because those who ranked in the upper half of their high school classes (and who were, therefore, more likely to get degrees) had a higher response rate (54.8%) than those who ranked in the lower half of their high school classes (40.6%).

Non-degree Certificates

In addition to the 49 Center students who earned a certificate after transferring to a non-degree-granting institution, nine students earned a certificate of completion at non-degree-granting institutions in addition to further college work, making a total of 16.5 per cent of the respondents who earned a certificate. As indicated in Table XIX, among certificates earned, the most common was that of nursing, with 70.4 per cent of the women who earned a certificate earning one in that field. Interestingly, three men (9.7%) also earned nursing certificates. Over three-fourths (77.3%) of the students earning nursing certificates spent two semesters at a Center.

TABLE XIX

NON-DEGREE CERTIFICATES EARNED
(According to Sex)

Non-Degree Certificate	Men		Women		Total	
	No.	%	No.	%	No.	%
Nursing	3	9.7	19	70.4	22	38.0
Business	11	35.4	--	--	11	19.0
Technical	10	32.3	2	7.4	12	20.7
Vocational	1	3.2	5	18.5	6	10.3
Accounting	2	6.5	--	--	2	3.4
Teachers	4	12.9	1	3.7	5	8.6
TOTAL	31	100.0	27	100.0	58	100.0

The most common type of non-degree certificate earned among male respondents was a business certificate, with 35.4 per cent of those who earned a certificate so indicating. This was followed closely by technical certificates, earned by 32.3 per cent of the male respondents.

A considerable difference can be noted between men and women in vocational certificates earned. Over 18 per cent (18.5%) of the certificates earned by women were of this type, while only 3.2 per cent of those earned by the men were.

Certificates According to Initial Center

A high concentration of nursing certificates was shown by respondents who initially enrolled at the Racine Center, where 71.4 per cent of the certificates earned were nursing certificates. Nursing certificates were also relatively high among Green Bay initial enrollees, with 42.1 per cent of the certificates being in nursing. Business certificates, however, ranked high for the former Marathon County Center students, where 45.5 per cent of those respondents with certificates earned a business certificate. Over one-fourth (27.3%) of the Marathon County Center respondents with certificates earned teaching certificates.

Certificates According to Center Grade-Point Average

Among students with a Center G.P.A. of 2.00 or above earning a certificate, the highest proportion (71.4%) earned nursing certificates. For those with a Center G.P.A. below a 2.00 (Table XX), business certificates were most frequent (31.4%), and technical certificates were second (22.9%). All of the individuals who earned a business certificate or an accounting certificate had Center G.P.A.'s under a 2.00.

TABLE XX

NON-DEGREE CERTIFICATES EARNED
(According to Center Grade-Point Average)

Non-Degree Certificate	Center Grade-Point Average				Total	
	Under 2.00		2.00 or Over			
	No.	%	No.	%	No.	%
Nursing	7	20.0	15	71.4	22	39.3
Business	11	31.4	--	--	11	19.6
Technical	8	22.9	3	14.3	11	19.6
Vocational	4	11.4	2	9.5	6	10.7
Accounting	2	5.7	--	--	2	3.6
Teachers	3	8.6	1	4.8	4	7.2
TOTAL	35	100.0	21	100.0	56*	100.0

*Two withdrew before receiving a grade and did not return to a Center.

Total Bachelor's Degrees and Non-Degree Certificates

A total of 140 respondents, or 39.9 per cent, earned either a bachelor's degree (82), or a certificate of completion (58) from a non-degree-granting institution. This is a relatively high percentage of students completing some type of formal education, when one considers that those who transferred to Madison and earned degrees by June Commencement, 1964, were omitted from the survey.

EVALUATION OF CENTER ATTENDANCE

The students were asked whether they felt that their attendance at the Centers aided them in preparation for a job and/or social adjustment. Of the 351 persons on whom the analyses of this report were based, 322 responded to this item.

Of the 226 male respondents, 51.3 per cent of them felt that Center attendance aided them in both job preparation and social adjustment. Slightly over one-fifth of them (20.3%) felt that their Center attendance was beneficial in neither area. A greater per cent of women (64.6%) than men felt that Center attendance aided them in both job preparation and social adjustment, while only 12.5 per cent of the women respondents indicated that their Center attendance did not help them in either respect.

The highest per cent of respondents who saw Center attendance as an aid in both areas was found among those initially enrolled at the Fox Valley Center, with 72.7 per cent of that group so responding. A large percentage (69.2%) of Marinette Center initial enrollees also viewed Center attendance as helpful both in job preparation and social adjustment. Less than half of the respondents who initially enrolled at the Manitowoc, Racine, and Marathon County Centers felt that the Center was helpful in both areas.

A higher percentage of students enrolled for a total of four semesters (68.3%) considered their Center experience to be an aid to both job preparation and social adjustment than was true of those enrolled for two semesters (57.0%) or one semester (32.3%). Only 11.1 per cent of those enrolled for four semesters considered their Center experience as an aid in neither respect.

About one-fourth (24.0%) of the respondents indicated that they regretted starting their education at a Center rather than another institution. The majority of these (70.9%) were students who earned a Center G.P.A. of less than a 2.00 or withdrew before receiving a grade. Almost three-fourths (74.7%) of them did not receive a bachelor's degree, and 79.7 per cent did not receive a non-degree certificate. Just under three-fourths (73.3%) of those who earned a bachelor's degree did not regret having started their education at a Center.

CURRENT OCCUPATIONS

Among the respondents to the item on current occupations (Table XXI), the highest proportions were in professional (25.3%) or semi-professional work (12.6%). Within the professional group, 34.5 per cent were public school teachers and 29.8 per cent were nurses.

Over eleven per cent (11.1%) indicated that they were housewives and 7.2 per cent were still students at the time of the survey. Only five people (1.5%) were in unskilled labor.

TABLE XXI

CURRENT OCCUPATIONS OF FORMER CENTER STUDENTS

Occupation	No.	%
Professional	84	25.3
Semi-professional	42	12.6
Clerical-Sales	37	11.1
Housewife	37	11.1
Services	29	8.7
Managerial-Official	27	8.1
Skilled labor	24	7.2
Student	24	7.2
Semi-skilled labor	18	5.4
Agricultural	6	1.8
Unskilled labor	5	1.5
TOTAL	333*	100.0

*Eighteen did not respond to this item on the questionnaire.

The highest proportions with professional occupations (Table XXII) were found among those with bachelor's degrees (70.1%) and among those with non-degree certificates (58.3%). The highest-frequency occupational categories for those with neither a bachelor's degree nor a certificate were the semi-professional and clerical-sales occupations (both 18.5%).

TABLE XXII

CURRENT OCCUPATIONS OF EMPLOYED INDIVIDUALS[*]
(According to Degree or Certificate Status)

Occupation	Without Bach. or Cert.		Certificate Only		Bachelor's Degree		Total	
	No.	%	No.	%	No.	%	No.	%
Professional	9	5.7	28	58.3	47	70.1	84	30.9
Semi-professional	29	18.5	10	20.8	3	4.5	42	15.5
Clerical-Sales	29	18.5	5	10.4	3	4.5	37	13.6
Services	21	13.3	3	6.3	5	7.5	29	10.7
Managerial-Official	19	12.1	--	--	8	11.9	27	9.9
Skilled labor	24	15.3	--	--	--	--	24	8.8
Semi-skilled labor	16	10.2	2	4.2	--	--	18	6.6
Agricultural	5	3.2	--	--	1	1.5	6	2.2
Unskilled labor	5	3.2	--	--	---	--	5	1.8
TOTAL	157	100.0	48	100.0	67	100.0	272	100.0

[*] Housewives and students are omitted from this table.

A considerably higher percentage of former Center students who earned a bachelor's degree (88.1%) expressed contentment with their current occupation (Table XXIII) than was true of those with no degree or certificate (66.7%). A high percentage of those with a non-degree certificate also expressed contentment with their current occupation (85.7%).

TABLE XXIII

CONTENTMENT WITH CURRENT OCCUPATION[*]
(According to Degree or Certificate Status)

Content with Occupation	Without Bach. or Cert.		Certificate Only		Bachelor's Degree		Total	
	No.	%	No.	%	No.	%	No.	%
Yes	116	66.7	42	85.7	59	88.1	217	74.8
No	58	33.3	7	14.3	8	11.9	73	25.2
TOTAL	174	100.0	49	100.0	67	100.0	290[†]	100.0

[*] Includes housewives and students; 91.4 per cent of the 35 in this group indicated contentment with current status.

[†] Forty-three who indicated their occupation did not respond to this item.

SUMMARY

The purpose of this survey was to investigate the extent of continued education after leaving a Center of the fall 1958 Center new freshmen who were not known to have earned a baccalaureate degree. The group surveyed was made up of those fall 1958 Center new freshmen who did not transfer to the Madison campus or who transferred but did not graduate by June 1964; there were 351 respondents.

In an earlier study (see footnote 1, page 1), it was found that 206 of the 324 students (63.5%) who transferred to the Madison campus earned a degree by the June commencement of 1964. The addition of 82 respondents from this present study who earned a degree at Madison after June 1964 or who earned a bachelor's degree at some other institution gives indication that over 30 per cent, but probably less than 40 per cent, of the persons who enter the Centers will earn a baccalaureate degree.

The present study of the fall 1958 Center new freshmen who did not transfer to the Madison campus or who transferred but were not graduated by June of 1964 reveals the following facts or generalizations:

1. Attendance at the Centers by this specific group was short-termed. The largest proportion of the 351 respondents (57.3%) was enrolled for only one or two semesters at a Center, with women remaining less time than the men did.

2. A large proportion of the respondents (76.0%) left a Center before completing all the work they could have taken there. A variety of reasons for leaving were indicated by the respondents; transfer to another institution was given as the primary reason by 29.6 per cent and "lacked finances" by 14.3 per cent of those leaving. As could be expected, the highest proportion of respondents giving transfer as the primary reason for leaving was found among the highest high school centile rank group (75-99). Common primary reasons among the lowest high school centile rank group (1-24) were "lost interest in a college education" (17.8%) and "military service" (14.3%).

3. Over one-fourth (25.1%) of the respondents gave low grades as a primary or secondary reason for leaving a Center.

4. Larger proportions of the men than of the women indicated "spent too much time on social life" and "poor choice of courses" as reasons for low grades, while larger proportions of the women than of the men indicated "poor preparation

in high school." "Spent too much time on social life" was most frequently given by those students registered at a Center for one or two semesters (32.0%) and by those in the lower half of their high school graduating classes (31.9%). "Employment did not permit sufficient study time" was a prominent reason given by those registered three or four semesters at a Center (29.2%) and by those with high school centile ranks from 50-99 (22.8%).

5. Two hundred twenty-two, or 63.2 per cent of the respondents, continued their formal education after leaving a Center. Of these, 143 transferred after completing work offered at a Center or after a period of time without attendance at any other institution.

6. Of those who completed their studies at a Center but did not go on for further formal education (24 students), 37.5 per cent indicated "lacked finances" as the primary reason for not continuing.

7. Almost 78 per cent of those who continued their education indicated a university or college as the type of institution attended.

8. Of those who continued their education, a greater percentage of men than of women attended a business-technical institution (13.9% and 6.3%, respectively) while a higher proportion of women than of men attended vocational school (14.1% and 4.4%, respectively).

9. Ninety-six per cent of those who attended a Center for four semesters and continued their education indicated a university or college as the type of institution attended. Of those who were enrolled at a Center for two semesters, 77.7 per cent attended a college or university.

10. Of those continuing their formal education, 91.9 per cent of the respondents ranking in the top quarter of their high school classes indicated attendance at a degree-granting institution, while only 68.3 per cent of those in the bottom quarter of their high school classes so indicated.

11. Type of primary institution attended appears to be related to Center grade-point average, as indicated by those who continued their education. Of those whose Center G.P.A. was over 2.00, 92.4 per cent attended a degree-granting institution, while only 57.7 per cent of those whose Center G.P.A. was under a 2.00 attended that type.

12. Thirty-eight of the respondents who transferred to Madison or Milwaukee indicated that they transferred to the Madison campus and gave reasons for their

action. Half of the respondents gave the reason that more courses were offered in their field at Madison than Milwaukee, while 21.0 per cent gave the reason that they transferred because they knew or liked Madison. Of those who transferred to the Milwaukee campus (23 respondents), the most common reason given for transfer was that Milwaukee was less expensive because they could commute.

13. One hundred and eight respondents gave reasons for transfer to an institution other than the Madison or Milwaukee campuses of The University of Wisconsin. The most frequent reason given, indicated by 17.6 per cent of those giving a reason, was the desire to attend a less expensive school.

14. Almost half (47.4%) of the 173 respondents who indicated attendance at a collegiate institution earned a degree at an institution within or outside of the state of Wisconsin. A higher proportion of men than of women who attended a collegiate institution earned a degree (53.2% and 32.7%, respectively).

15. There appears to be a relationship between length of Center attendance and whether or not a student earns a degree. The highest proportion of respondents earning bachelor's degrees was of those who attended a Center for four semesters (42.9%). Only 9.1 per cent of those registered for one semester at a Center earned a degree.

16. Among those respondents who earned certificates rather than degrees, the nursing certificate was by far the most common; 70.4 per cent of the women earning certificates earned that type. Business certificates were the most common among the men (35.4%), followed closely by technical certificates (32.3%).

17. A total of 140 respondents, or 39.9 per cent, earned either a certificate of eompletion from a non-degree-granting institution or a bachelor's degree.

18. Over half (51.3%) of the male respondents and 64.6 per cent of the female respondents felt that Center attendance was beneficial to them in job preparation and social adjustment. Less than one-fourth (24.0%) of the respondents indicated they regretted starting their education at a Center. The majority of these (70.9%) were students who earned a Center G.P.A. of less than a 2.00 or withdrew before receiving a grade.

19. Among those responding to the item on current occupations, the highest proportions were in professional (25.3%) or semi-professional work (12.6%). A higher percentage of former Center students who earned a bachelor's degree (88.1%) expressed contentment with their current occupation than was true of those with no degree or certificate (66.7%).

APPENDIX

THE UNIVERSITY OF WISCONSIN
MADISON, WISCONSIN 53706

Office of Institutional Studies
B-11 Bascom Hall

May 19, 1965

To: Persons Who Enrolled as U.W. Center New Freshmen in September 1958

The University continuously attempts to evaluate its services in order to provide maximum assistance to persons it serves. One of our great concerns is the degree to which we meet the needs of our regularly enrolled students and ways in which we can better provide for those needs. We ask your assistance in helping us with one aspect of this evaluation.

As is true generally of persons entering educational institutions, some students are graduated, some transfer from one institution or campus to another, and some discontinue their formal education. We are interested in knowing better what happens to our students after leaving The University. In this, we are selecting two entering classes: one which entered some time ago (the entering class of 1958) and one which entered quite recently (the entering class of 1962).

It is important that data be available on each person surveyed in order that proper comparisons can be made in the light of changes which have come about over the period 1958 to 1964. We are asking, therefore, that you spend a few minutes in completing the enclosed questionnaire.

You will note a number on the top of the questionnaire. This serves only as a check of whether or not the questionnaire has been returned so a second request can be sent if necessary. All data will be treated confidentially. No analyses by individual will be made; the evaluation will be on a group basis only. Therefore feel free to make any comments which you feel will assist us. It is not necessary to sign either the questionnaire or any statements; in fact we prefer that you do not sign the questionnaire so that you can feel completely frank in your response. A self-addressed stamped envelope is enclosed for your convenience.

May I personally thank you in advance for your help. It is deeply appreciated.

Sincerely yours,

L. J. Lins

L. J. Lins
Professor and Coordinator

LJL:eh
Enc.

____

Please Return To:
Office of Institutional Studies
B-11 Bascom Hall
University of Wisconsin
Madison, Wisconsin 53706

FOLLOW-UP OF STUDENTS ENTERING A UNIVERSITY CENTER AS NEW FRESHMEN IN SEPTEMBER 1958

SECTION A

I. Are you presently enrolled on a University of Wisconsin campus? Yes_____; No_____.
If yes, specify campus and class level: ____.

II. If you are not presently enrolled on a University of Wisconsin campus which campus did you last attend? University Center____ (Specify)______________________________; Madison campus_____; U.W.-Milwaukee campus_____.

III. Did you leave the U.W. Center System prior to completing all of the work you could have taken? Yes_____; No_____. If yes, why? (If you check more than one reason, please place two checks by the major reason.)

(1) ____ Transferred to U.W., Madison.
(2) ____ Transferred to U.W.-Milwaukee.
(3) ____ Transferred to another institution (whether degree granting or not).
(4) ____ Completed all of the work I intended to take at the time of originally enrolling.
(5) ____ Illness (self).
(6) ____ Illness (family).
(7) ____ Lacked finances.
(8) ____ Parents moved to another locality.
(9) ____ Lost interest in a college education.
(10) ____ Chose an inappropriate field of study.
(11) ____ Grades were too low to continue at a Center.
(12) ____ Preferred to seek employment rather than further education.
(13) ____ Military service (drafted).
(14) ____ Military service (enlisted).
(15) ____ Was needed at home.
(16) ____ Other (please specify)
____

IV. Did you transfer to another educational institution after completing all of the work in your area of study which you could have taken in the Center System? Yes____; No____. If not, why not? (If you check more than one reason, please place two checks by the major reason.)

(1) ____ Originally intended to take no work beyond that offered in the Center System.
(2) ____ Illness (self).
(3) ____ Illness (family).
(4) ____ Lacked finances.
(5) ____ Lost interest in a college education.
(6) ____ Grades were too low.
(7) ____ Military service (drafted)
(8) ____ Military service (enlisted)
(9) ____ Was needed at home.
(0) ____ Other (please specify)
____

Section A (Continued)

V. If your grades were low at the time of leaving a University Center, what do you feel was the reason for them being low? (If you check more than one reason, please place two checks by the major reason.)

(1) _____ Grades were not low. (If checked, omit the rest of question V.)

(2) _____ Had decided to leave, and let school work slide.

(3) _____ Poor preparation in high school.

(4) _____ College level work was an inappropriate choice on my part.

(5) _____ College level work was encouraged by others against my judgment.

(6) _____ Poor choice of courses.

(7) _____ Spent too much time on social life.

(8) _____ Employment did not permit sufficient study time.

(9) _____ Personal illness.

(0) _____ Other (please specify)______________________________________.

SECTION B

If you did not continue your formal education at any institution (university, college, vocational, business, or technical) after leaving a University Center, please omit this section and complete Section C, page 4. Others please complete both Sections B and C.

I. Institutions attended for at least one semester other than a University Center. (Please indicate any Madison campus or U.W.-Milwaukee attendance here also.)

A. INSTITUTION: ____

City and State: ____________________________________

TYPE: (1) university____; (2) college____; (3) vocational____; (4) business or technical____; (5) other (Specify)__________________________.

ATTENDANCE: (1) full-time_____; (2) part-time_____.

TOTAL SEMESTERS OR QUARTERS ATTENDED: __________.

HIGHEST LEVEL ATTAINED: (1) freshman____; (2) sophomore____; (3) junior____; (4) senior____; (5) post-baccalaureate____.

DID YOU EARN A DEGREE OR CERTIFICATE? Yes_____; No_____.

NAME OF DEGREE OR CERTIFICATE OF COMPLETION: __________________________.

Section B (Continued)

B. INSTITUTION: ______________________________

City and State: ______________________________

TYPE: (1) university____; (2) college____; (3) vocational____; (4) business or technical____; (5) other (Specify)______________________________.

ATTENDANCE: (1) full-time_____; (2) part-time_____.

TOTAL SEMESTERS OR QUARTERS ATTENDED: __________.

HIGHEST LEVEL ATTAINED: (1) freshman____; (2) sophomore____; (3) junior____; (4) senior____; (5) post-baccalaureate____.

DID YOU EARN A DEGREE OR CERTIFICATE? Yes_____; No_____.

NAME OF DEGREE OR CERTIFICATE OF COMPLETION: ______________________________.

C. INSTITUTION: ______________________________

City and State: ______________________________

TYPE: (1) university____; (2) college____; (3) vocational____; (4) business or technical____; (5) other (Specify)______________________________.

ATTENDANCE: (1) full-time_____; (2) part-time_____.

TOTAL SEMESTERS OR QUARTERS ATTENDED: __________.

HIGHEST LEVEL ATTAINED: (1) freshman____; (2) sophomore____; (3) junior____; (4) senior____; (5) post-baccalaureate____.

DID YOU EARN A DEGREE OR CERTIFICATE? Yes_____; No_____.

NAME OF DEGREE OR CERTIFICATE OF COMPLETION: ______________________________.

(If more than three institutions, please attach a sheet giving the above information for the other institutions.)

II. If you transferred from a Center to the Madison campus, why did you choose that campus rather than the U.W.-Milwaukee? ______________________________

____

III. If you transferred from a Center to the U.W.-Milwaukee, why did you choose that campus rather than Madison? ______________________________

____

IV. If you transferred from a Center to an educational institution other than the Madison or Milwaukee campuses of The University, why did you choose that institution instead? ______________________________

____

Section B (Continued)

V. If you transferred to the Madison or Milwaukee campus of The University, what was the reason for leaving that campus? (If you check more than one reason, please place two checks by the major reason.)

(1) _____ Graduated.

(2) _____ Attended the Madison or Milwaukee campus only to obtain background for technical or professional (law, medicine, etc.) education.

(3) _____ Wanted to attend a smaller institution.

(4) _____ Wanted to be closer to home.

(5) _____ Chose an inappropriate field of study.

(6) _____ Lost interest in a college education.

(7) _____ Disappointed in the quality of instruction.

(8) _____ Grades were too low to continue.

(9) _____ Cost of attendance too great.

(10) _____ Didn't find many new friends.

(11) _____ Was needed at home.

(12) _____ Other (please specify) ________________________________.

SECTION C

Status After Terminating Formal Education

1. (a) Current occupation (if not full-time student)________________________;
(b) Years spent at current occupation__________; (c) Are you content with your current occupation? Yes_____; No_____.

2. Other full-time jobs held after leaving The University (other than just summer work)____
____

3. Have you continued your education through correspondence study? Yes____; No____.
If yes, (a) Source of lessons: ________________________________,
(b) Type: general education_____; job related education_____.

4. Do you feel that your attendance at a University Center aided you? (a) In preparation for a job: Yes____; No____, (b) In social adjustment: Yes____; No____.

5. Do you regret having started college work at a Center (in contrast to another institution or another U.W. campus)? Yes_____; No_____.

6. Do you regret having left The University system before earning a degree?
Yes_____; No_____.

7. Do you hope to continue your education in the future at The University or another institution? Yes____; No____. If yes, please specify institution: ___________
____

THE UNIVERSITY OF WISCONSIN
MADISON, WISCONSIN 53706

Office of Institutional Studies
B-11 Bascom Hall

June 9, 1965

To: Persons Enrolled as U.W. Center New Freshmen in September 1958

On May 19, 1965, I directed a letter and questionnaire to you requesting information on your reasons for leaving The University Center and on your activities since leaving. These data are important to us in administrative planning in order that we can discover where weaknesses in our services to students are and can take steps to correct those weaknesses. You can help us greatly in this.

I would like very much to contact you personally. The approach I am using appears quite impersonal but it is not intended to be. We are concerned about all of our students and would like to be of greatest assistance to each one.

I hope you will take the time to complete the questionnaire; another copy is enclosed for your convenience. Feel perfectly free to make any comments; no responses will be associated with you as an individual unless you expressly ask that we pass your comments on to others. All processing is by number and not by name. The number helps us to determine whether the responses are from a representative group.

We of The University administration deeply appreciate your efforts in being of assistance to us. If we can help you in any way, do not hesitate to call on us.

Yours sincerely,

L. J. Lins

L. J. Lins
Professor and Coordinator

LJL:eh
Enc.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

ERIC

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SURVEY OF FALL 1962 U.W. CENTER SYSTEM NEW FRESHMEN WHO LEFT THE CENTERS AND EITHER DID NOT TRANSFER TO MADISON OR TRANSFERRED TO MADISON AND DID NOT ATTEND CONTINUOUSLY

(A companion report to "Characteristics, Center Attendance Patterns, and Madison Campus Transfer of Fall 1962 University of Wisconsin Center System New Freshmen," July 1966)

L. Joseph Lins
Allan P. Abell
David R. Bishop

Office of Institutional Studies
The University of Wisconsin
November 1966

JC 680 051

UNIVERSITY OF CALIF.
LOS ANGELES

JAN 31 1967

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INTRODUCTION

This report results from a questionnaire survey of the fall 1962 University of Wisconsin Center System new freshmen, who left a Center, who did not transfer to the Madison campus, or who did transfer to the Madison campus but were not in continuous attendance during the six semesters following their initial enrollment at a Center. It supplements a more comprehensive report which resulted from a follow-up of the fall 1958 Center System new freshmen.[1] It exhibits more recent trends in student retention, student transfer, and student drop-out.

In the first phase of the study of the retention of the fall 1962 Center new freshmen,[2] it was found that of the original group, 76.9 per cent completed the second semester after entrance (second semester, 1962-63) and 39.8 per cent completed the fourth semester (second semester, 1963-64) at a Center. By the end of the sixth semester after initial enrollment (second semester, 1964-65), 418 (27.7%) of the original group had transferred to the Madison campus. This is a slight decrease in the transfer rate from that of the fall 1958 Center new freshmen; by the end of the sixth semester after initial enrollment (second semester, 1960-61) 30.5 per cent of the 1958 group had transferred to the Madison campus.

The purpose of this survey was to learn how many former Center new freshmen transferred to an institution other than the Madison campus of The University of Wisconsin and how many did not continue their education after leaving a Center. Another purpose of the study was to find reasons why students had not been in continuous attendance at a Center, or at the Madison campus after transferring there.

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[1] L. Joseph Lins, et al., "Survey of Fall 1958 University of Wisconsin Center System New Freshmen Who Did Not Transfer to the Madison Campus or Who Transferred to the Madison Campus But Were Not Graduated by June 1964" (Madison: The University of Wisconsin, Office of Institutional Studies, October 1966).

[2] L. Joseph Lins and Allan P. Abell, "Characteristics, Center Attendance Patterns, and Madison Campus Transfer of Fall 1962 University of Wisconsin Center System New Freshmen" (Madison: The University of Wisconsin, Office of Institutional Studies, July 1966).

Group Surveyed

The group consisted of 1,194 of the 1,507 fall 1962 Center new freshmen. These 1,194 students were students who had not transferred to the Madison campus by the sixth semester after initial enrollment (second semester, 1964-65) and those students who had transferred to the Madison campus but had not been in continuous attendance at a Center and/or at Madison.

On May 27, 1965, questionnaires[3] were mailed to the group. On June 25, 1965, a second questionnaire with a reminder letter[4] was sent to the non-respondents.

Questionnaire Returns

A total of 696 students, or 58.3 per cent of the group, returned completed questionnaires. To determine the representativeness of the return group with respect to the initial Center of attendance and high school centile rank, chi-square tests were made comparing the return group to the total group of 1,194 individuals. Significant chi-squares were found with respect to initial Center ($p < .05$) and with respect to high school centile rank ($p < .02$). The significantly high chi-square with respect to Center is due primarily to a lower response rate of those initially enrolled at the Kenosha Center (43.7%) than of the overall group (58.3%), while the significantly high chi-square with respect to high school centile rank is due to the higher response rate of those ranking in the upper quarter of their high school classes (67.5%) than of the overall group (58.3%). The lesser response rates for those ranking in the other quarters of the high school classes were not centered in any particular quarter-group.

The authors are indebted to David R. Stucki, Edna Hasse and Linda Goforth each of whom made a major contribution in making this report possible.

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[3] See Appendix.

[4] See Appendix.

CENTER ATTENDANCE PATTERNS

Of the questionnaire respondents among the fall 1962 University of Wisconsin Center new freshmen, 15.5 per cent were registered for only one semester at a Center; approximately half (49.3%) were enrolled only one or two semesters; and just over one-third (35.1%) attended four or more semesters (Table I). Only 13.1 per cent of the respondents interrupted their education and returned to a Center at a later date; 71.4 per cent of the respondents attended a Center for at least two consecutive semesters and 29.0 per cent were enrolled for at least four consecutive semesters.

TABLE I

CONSECUTIVE AND TOTAL SEMESTERS REGISTERED AT THE CENTERS

Semesters Registered	Consecutive Semesters		Total Semesters	
	No.	Cum. %	No.	Cum. %
6	3	0.4	3	0.4
5	18	3.0	32	5.0
4	181	29.0	209	35.1
3	70	39.1	109	50.7
2	225	71.4	235	84.5
1	108	86.9	108	100.0
Not Consecutive	91	100.0	--	--
TOTAL*	696		696	

*Base total is 696.

According to Sex

A larger proportion of women than of men respondents attended a Center for two semesters and only two semesters (40.4% and 29.4%, respectively). A slightly higher percentage of men (37.7%) than of women respondents (31.0%) attended a total of four or more semesters.

According to Center

The largest percentage of the respondents enrolled for a total of but no more than four semesters was of those who attended Marathon County and Kenosha Centers (35.0% and 34.9%, respectively). The lowest percentage of the respondents enrolled for a total of but no more than four semesters was of those who attended Marinette and Green Bay Centers (21.7% and 23.1%, respectively).

According to High School Centile Rank

There was a larger percentage of respondents with high school centile ranks under 50 who attended a Center for only one semester than of the respondents with a high school centile rank of 50 or over (22.4% and 11.4%, respectively). Just under one-fourth (24.2%) of the respondents who ranked in the lower half of their high school classes attended four or more semesters, while 39.4 per cent of the students who ranked in the upper half of their high school classes attended that long.

Academic Standing

As seen in Table II, somewhat less than half (46.1%) of the respondents successfully completed their first semester of studies without any kind of an academic action being taken. Fifty-two (7.5%) withdrew during the first semester, 42.7 per cent were placed on probation when the first semester ended, and 3.7 per cent were dropped for academic reasons.

TABLE II

CENTER ATTENDANCE AND ACADEMIC ACTIONS
DURING FOUR SEMESTERS AFTER INITIAL ENROLLMENT

Attendance and Action Status	Sem. 1, 1962-1963		Sem. 2, 1962-1963		Sem. 1, 1963-1964		Sem. 2, 1963-1964	
	No.	%	No.	%	No.	%	No.	%
Not registered	—	--	135	19.4	385	55.3	444	63.8
Completed semester-- no action	321	46.1	231	33.2	125	18.0	109	15.7
Withdrew during semester	52	7.5	23	3.3	16	2.3	8	1.1
Probation at end or continued probation	297	42.7	210	30.2	137	19.7	105	15.1
Dropped at end of semester	26	3.7	97	13.9	33	4.7	30	4.3
TOTAL	696	100.0	696	100.0	696	100.0	696	100.0

Only 36.2 per cent of the respondents were enrolled at a Center during the fourth semester after initial registration. Thirty-six students (5.6%) were still enrolled during the sixth semester after initial registration.

Center Grade-Point Average

Half of the fall 1962 Center new freshmen who responded to the survey had an overall Center grade-point average under 2.00 at the time of leaving. However, it should be kept in mind that the Center students who were still registered at a Center and most of those who transferred to the Madison campus were omitted from the survey and consequently this reflects the performance of a limited segment of the fall 1962 new freshman class.

The Center having the highest per cent of respondents to the questionnaire who earned an overall grade-point average of 3.00-4.00 at the Center was Marinette with 18.2 per cent. The Center with the lowest percentage of respondents who earned an overall grade-point average of 3.00-4.00 was Marathon County, with 5.1 per cent. Marathon County Center had the second highest percentage of students with a grade-point average of 1.99 or less (50.5%) despite the fact that Marathon County, of all of the Centers, had the highest percentage of students within the high school centile rank range of 75-99 (58.8%).

PRIMARY REASON FOR LEAVING CENTER

Almost two-thirds (65.1%) of the fall 1962 Center new freshman respondents indicated they left a Center prior to completing all the appropriate work they could have taken. The highest per cent of respondents (72.8%) leaving a Center prior to the completion of appropriate work offered was of those who attended the Green Bay Center; the smallest per cent (39.1%) was of persons who attended the Marinette Center.

The highest percentage, among those who left a Center prior to completing all the appropriate work offered there, indicated low grades (21.2%) as the primary reason for leaving (Table III). Low grades were indicated as the primary reason for leaving by a much higher proportion of men (26.8%) than of women (11.5%). A higher percentage of women (25.5%) than of men (13.2%) indicated transfer to another institution as the primary reason for leaving a Center prior to completing all the work they could have taken.

Transfer to another institution was the second most frequent primary reason for leaving a Center prior to completing all of the work which could have been taken. Just over one-fourth (25.5%) of the women and 13.2 per cent of the men gave this as the primary reason for leaving.

"Lacked finances" was indicated as the primary reason by 15.2 per cent of the respondents who left a Center before finishing all of the appropriate work offered. However, 22.5 per cent gave finances as either a primary or a secondary reason for leaving. The five most frequent primary reasons coincided with the five most frequent secondary reasons for leaving, but the order of frequency of secondary reasons was not the same as the order of frequency for the primary reasons.

According to Center

Of those respondents leaving a Center prior to completing all the work they could have taken, the highest proportion indicating low grades as the primary reason for leaving attended the Marathon County Center (25.4%). This Center was followed closely in percentage by the Fox Valley and Green Bay Centers (23.4% and 21.5%, respectively). The lowest percentage indicating low grades as the primary reason for leaving was of those who attended the Marinette Center (11.1%).

TABLE III

PRIMARY REASON FOR LEAVING A CENTER PRIOR TO TAKING ALL OF THE WORK THAT COULD HAVE BEEN TAKEN AT A CENTER (According to Sex)

Primary Reason for Leaving	Men		Women		Total	
	No.	%	No.	%	No.	%
Low grades	77	26.8	19	11.5	96	21.2
Transferred to another institution	38	13.2	42	25.5	80	17.7
Finances	47	16.3	22	13.4	69	15.2
Lost interest	31	10.8	10	6.1	41	9.1
Preferred employment	16	5.6	19	11.5	35	7.7
Transferred UW, Madison	12	4.2	10	6.1	22	4.9
Marriage	3	1.0	16	9.7	19	4.2
Inappropriate field of study	15	5.2	3	1.8	18	4.0
Military enlistment	17	5.9	--	--	17	3.7
Completed intended work	7	2.4	5	3.0	12	2.6
Illness (self)	8	2.8	2	1.2	10	2.2
Transferred UW-Milwaukee	3	1.0	6	3.6	9	2.0
Needed at home	3	1.0	4	2.4	7	1.5
Parents moved	2	0.7	2	1.2	4	0.9
Illness (family)	1	0.3	--	--	1	0.2
Other	8	2.8	5	3.0	13	2.9
TOTAL	288	100.0	165	100.0	453	100.0

Racine Center respondents had the lowest percentage (5.3%) indicating "lacked finances" as the primary reason for leaving prior to finishing all the appropriate work they could have taken. The highest percentage indicating "lacked finances" as the primary reason for leaving were of the Marinette Center respondents (44.4%) and of the Fox Valley Center respondents (20.3%). The highest percentage of the respondents indicating transfer to another institution as the primary reason for leaving was of those who attended the Kenosha Center (22.0%). The lowest percentages of students indicating transfer to another institution were of those who attended the Fox Valley and Sheboygan Centers (12.5% and 12.9%, respectively).

According to High School Centile Rank

As might be expected, the highest percentage of the respondents to the questionnaire who gave low grades as the primary reason for leaving a Center prior to finishing all the appropriate work offered was of the students in the lower half of their high school classes (35.5%). This is in contrast to the upper half group which had 16.6 per cent indicating low grades as the primary reason (Table IV).

TABLE IV

PRIMARY REASON FOR LEAVING A CENTER PRIOR TO TAKING ALL OF THE WORK THAT COULD HAVE BEEN TAKEN AT A CENTER (According to High School Centile Rank)

Primary Reason for Leaving	High School Centile Rank				Total	
	Under 50		50 or Over			
	No.	%	No.	%	No.	%
Low grades	43	35.5	50	16.6	93	22.0
Transferred to another institution	9	7.4	66	21.9	75	17.7
Finances	25	20.7	36	11.9	61	14.4
Lost interest	15	12.4	23	7.6	38	9.0
Preferred employment	10	8.3	24	8.0	34	8.0
Transferred to UW, Madison	1	0.8	20	6.6	21	5.0
Marriage	2	1.7	16	5.3	18	4.3
Inappropriate field of study	3	2.5	14	4.6	17	4.0
Military enlistment	6	5.0	10	3.3	16	3.8
Completed intended work	1	0.8	10	3.3	11	2.6
Illness (self)	3	2.5	7	2.3	10	2.4
Transferred to UW-Milwaukee	1	0.8	8	2.6	9	2.1
Needed at home	1	0.8	5	1.7	6	1.4
Parents moved	--	--	3	1.0	3	0.7
Illness (family)	--	--	1	0.3	1	0.2
Other	1	0.8	9	3.0	10	2.4
TOTAL	121	100.0	302	100.0	423*	100.0

*High school centile ranks were not available for 30 students.

Respondents in the upper half of their high school classes gave transfer to another institution most frequently as the primary reason for leaving a Center (21.9%). Among respondents in the lower half of their high school classes, only

7.4 per cent indicated this reason as primary. Another contrast is seen between the two high school centile rank groups for the reason of "lacked finances." Whereas 20.7 per cent of the lower group indicated finances as the primary reason for leaving, only 11.9 per cent of the upper group so indicated.

According to Center Grade-Point Average

Forty-three respondents to the questionnaire withdrew the first semester before receiving a grade and did not return.

Only 35.8 per cent of the respondents with low grades (less than a 2.00 grade-point average) gave low grades as the reason for leaving a Center prior to finishing all of the appropriate work offered there (Table V). The most frequent reason for leaving given by respondents with a 2.00-4.00 grade-point average was transferring to another institution (29.5%). Only 13.0 per cent of the lower G.P.A. group (less than 2.00), indicated transfer to another institution as the primary reason for leaving.

TABLE V

PRIMARY REASON FOR LEAVING A CENTER PRIOR TO TAKING ALL OF THE WORK THAT COULD HAVE BEEN TAKEN AT A CENTER (According to Center Grade-Point Average)

Primary Reason for Leaving	Center Grade-Point Ave.				Total	
	Under 2.00		2.00-4.00			
	No.	%	No.	%	No.	%
Low grades	91	35.8	3	1.9	94	22.9
Transferred to another institution	33	13.0	46	29.5	79	19.3
Finances	34	13.3	29	18.6	63	15.4
Lost interest	27	10.6	8	5.1	35	8.6
Preferred employment	17	6.7	6	3.8	23	5.6
Transferred to UW, Madison	7	2.8	15	9.6	22	5.4
Marriage	7	2.8	11	7.1	18	4.4
Military enlistment	13	5.1	4	2.7	17	4.1
Completed intended work	1	0.4	10	6.4	11	2.7
Inappropriate field of study	8	3.1	2	1.3	10	2.4
Illness (self)	4	1.6	5	3.2	9	2.2
Transferred to UW-Milwaukee	2	0.8	7	4.5	9	2.2
Needed at home	3	1.2	2	1.3	5	1.2
Parents moved	2	0.8	1	0.6	3	0.7
Illness (family)	--	--	1	0.6	1	0.2
Other	5	2.0	6	3.8	11	2.7
TOTAL	254	100.0	156	100.0	410*	100.0

*Forty-three students withdrew before completing their first semester and did not return to a Center.

REASONS FOR LOW GRADES AT THE CENTERS

Among the total group of respondents to the questionnaire for whom grade-point average data were available (650), half of them (50.0%) had a Center grade-point average under a 2.00. It must be remembered, however, that the relatively low performance of these students reflects the selective nature of the group being studied and not the typical performance of Center students.

While 325 of the Center respondents had a Center grade-point average under a 2.00, 363 considered their grades low enough at the time of leaving to give a reason for low grades (Table VI). Some of the respondents who completed their sophomore year at a Center were among those who considered their grades at a Center to be low.

TABLE VI

PRIMARY REASON FOR LOW GRADES
(According to Sex)

Primary Reason for Low Grades	Men		Women		Total	
	No.	%	No.	%	No.	%
Employment interfered with study	48	19.6	19	16.1	67	18.4
Spent too much time on social life	49	20.0	12	10.2	61	16.8
Poor preparation in high school	31	12.7	19	16.1	50	13.7
Poor choice of courses	23	9.4	10	8.5	33	9.1
Leaving, let work slide	13	5.3	13	11.0	26	7.2
Poor study habits	15	6.1	7	5.9	22	6.1
Lost or lacked interest	17	6.9	4	3.4	21	5.8
Personal problems	12	4.9	4	3.4	16	4.4
College level an inappropriate choice	8	3.3	5	4.2	13	3.6
College level encouraged by others	8	3.3	4	3.4	12	3.3
Personal illness	5	2.0	4	3.4	9	2.5
Poor adviser	3	1.2	2	1.7	5	1.4
Didn't like required subjects	3	1.2	--	--	3	0.8
Other	10	4.1	15	12.7	25	6.9
TOTAL	245	100.0	118	100.0	363	100.0

"Employment did not permit sufficient study time" was the most frequent reason given for low grades. This was given as the primary reason for low grades by 18.4 per cent of the respondents and as either a primary or secondary reason by 32.2 per cent of the respondents to the item.

According to Sex

Men indicated "spent too much time on social life" (20.0%), more so than did women (10.2%), as the primary reason for low grades (Table VI). Whereas social life was the most frequent reason given by men for low grades, for women "poor preparation in high school" and "employment did not permit sufficient study time" were given most often (both 16.1%). For men, 19.6 per cent gave "employment did not permit sufficient study time" as the primary reason for low grades, while "poor preparation in high school" was indicated as the primary reason for low grades by 12.7 per cent of the respondents to the item.

According to Center

Among the respondents who considered their grades to be low, the highest percentage giving "poor preparation in high school" as the primary reason for low grades was of those who attended the Marinette Center (22.2%). High in the percentage indicating "spent too much time on social life" were Marinette and Fox Valley Center respondents (both 22.2%), as well as Green Bay (21.7%) and Manitowoc (21.4%) Center respondents. High in the percentage giving "employment did not permit sufficient study time" as a reason for low grades were the respondents from the Manitowoc and Sheboygan Centers, with 23.8 per cent and 23.3 per cent, respectively; this was followed closely by the Kenosha and Racine Center respondents, with 21.7 per cent and 21.0 per cent, respectively, so indicating.

According to High School Centile Rank

Among the respondents who considered their grades to be low, those in the upper half of their high school classes (Table VII), gave "employment did not permit sufficient study time" most frequently as the primary reason for low grades (19.8%). Among respondents in the lower half of their graduating classes, "spent too much time on social life," was indicated most frequently as the primary reason for low grades (22.9%). A larger percentage of the respondents in the lower half of their high school classes checked "poor preparation in high school" as the primary reason for low grades (19.6%) than did the respondents in the upper half (11.1%).

TABLE VII

PRIMARY REASON FOR LOW GRADES
(According to High School Centile Rank)

Primary Reason for Low Grades	High School Centile Rank				Total	
	Under 50		Over 50			
	No.	%	No.	%	No.	%
Employment interfered with study	15	12.3	43	19.8	58	17.1
Spent too much time on social life	28	22.9	29	13.3	57	16.8
Poor preparation in high school	24	19.6	24	11.1	48	14.2
Poor choice of courses	8	6.6	22	10.1	30	8.8
Leaving, let work slide	13	10.7	11	5.1	24	7.1
Lost or lacked interest	6	4.9	15	6.9	21	6.2
Poor study habits	5	4.1	15	6.9	20	5.9
Personal problems	3	2.5	13	6.0	16	4.7
College level inappropriate choice	5	4.1	8	3.7	13	3.8
College level encouraged by others	6	4.9	6	2.8	12	3.5
Personal illness	3	2.5	5	2.3	8	2.4
Poor adviser	--	--	5	2.3	5	1.5
Didn't like required subjects	1	0.8	2	0.9	3	0.9
Other	5	4.1	19	8.8	24	7.1
TOTAL	122	100.0	217	100.0	339*	100.0

*High school centile ranks were not available for 24 students responding to this item.

CONTINUED EDUCATION

Seventy-two respondents to the questionnaire indicated reasons for not transferring to another educational institution after completing all the appropriate work offered at a Center. Of these seventy-two respondents, 36.1 per cent gave "lacked finances" as the primary reason for not continuing. "Lost interest in a college education" (18.1%) and "grades were too low" (16.7%) were also fairly prominent reasons for not continuing. Low grades was indicated as a reason by a higher proportion of males (24.3%) than of females (8.6%).

Four hundred and fifteen, or 59.6 per cent of the respondents stated they had further formal education after leaving a Center. Of those who continued, 92.3 per cent did so on a full-time basis.

Respondents were asked to identify by name all institutions attended after leaving a Center. A primary institution was defined as that institution at which the respondent enrolled for the most number of semesters, and/or attained the highest level.

As mentioned, 415 of the 1962 Center new freshman respondents indicated an institution of additional education. Nearly three-quarters (74.9%) of these respondents indicated a degree credit granting university or college in the state of Wisconsin as the place of further education while another 8.0 per cent attended a university or college in another state (Table VIII). Men outranked women in the percentage attending primarily The University of Wisconsin, Madison campus[5] (24.2% and 11.7%, respectively). However, women outranked men in the percentage indicating a private Wisconsin college or university as the place of further attendance (33.9% and 9.0%, respectively). There was little variation in the percentages of continuing students indicating The University of Wisconsin, Madison campus (19.0%); Wisconsin state universities (21.2%); or other Wisconsin college or university (19.3%) as the institution attended.

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[5] These represent only a part of the fall 1962 Center new freshmen who attended the Madison campus; only those are included who transferred to the Madison campus and were not in continuous attendance for the six semesters following their initial enrollment at a Center.

TABLE VIII

PRIMARY INSTITUTION OF ADDITIONAL EDUCATION
(According to Sex)

Primary Institution	Men		Women		Total	
	No.	%	No.	%	No.	%
Univ. of Wis., Madison	59	24.2	20	11.7	79	19.0
Univ. of Wis.-Milwaukee	37	15.2	27	15.8	64	15.4
Wisconsin State University	55	22.5	33	19.3	88	21.2
Other Wis. college or university*	22	9.0	58	33.9	80	19.3
College or univ. in another state	24	9.8	9	5.3	33	8.0
Non-degree credit	47	19.3	24	14.0	71	17.1
TOTAL	244	100.0	171	100.0	415	100.0

*Includes students in nursing programs.

Type of Additional Education

Respondents were asked also to identify by type all institutions of additional education. Approximately 72 per cent (72.2%) indicated a university or college as the type of institution attended (Table IX). A higher percentage of men than of women indicated a university as the type of institution attended (68.0% and 52.0%, respectively). A higher percentage of men than of women also indicated a college as the type of institution attended; however, compared to the percentages for universities, the difference was not as great (11.9% for men and 8.9% for women).

TABLE IX

TYPE OF PRIMARY INSTITUTION ATTENDED
(According to Sex)

Type of Primary Institution	Men		Women		Total	
	No.	%	No.	%	No.	%
University	166	68.0	88	52.0	254	61.5
College	29	11.9	15	8.9	44	10.7
Vocational	15	6.2	17	10.1	32	7.7
Business-Technical	33	13.5	6	3.6	39	9.4
Nursing	1	0.4	43	25.4	44	10.7
TOTAL	244	100.0	169*	100.0	413	100.0

*The type of institution was omitted for two of the women who had further college level work.

A higher percentage of men than of women attended a business-technical institution (13.5% and 3.6%, respectively) after leaving a U.W. Center, while a slightly larger percentage of women than of men indicated a vocational institution (10.1% and 6.2%, respectively). Approximately one-fourth (25.4%) of the women attended a nursing school.

According to Center

Among those who continued their education, over 70 per cent of the respondents who initially enrolled at the Manitowoc, Marinette, Fox Valley, and Sheboygan Centers indicated a university as the type of institution attended. The only Center having below one-half of its 1962 new freshman respondents indicating a university as the institution of additional education was the Green Bay Center with 39.7 per cent. A relatively high percentage of the former Green Bay Center students who responded attended a nursing school (17.6%).

According to Semesters Registered at a Center

As seen earlier, the largest percentage of the respondents who continued their education (72.2%) attended a college or university after leaving a Center. While 63.7 per cent of the respondents who enrolled at a Center for one semester indicated a university or college as the institution of additional education, over 90 per cent of the respondents (92.4%) who had enrolled for four semesters so indicated (Table X).

TABLE X

TYPE OF PRIMARY INSTITUTION ATTENDED
(According to Semesters Registered at a Center)

Type of Primary Institution	Semesters Registered at a Center										Total	
	1		2		3		4		5			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
University	20	45.5	84	53.5	23	37.7	122	84.1	5	83.3	254	61.5
College	8	18.2	19	12.1	5	8.2	12	8.3	--	--	44	10.7
Vocational	8	18.2	15	9.6	4	6.6	5	3.4	--	--	32	7.7
Business-Tech.	6	13.6	16	10.2	12	19.7	4	2.8	1	16.7	39	9.4
Nursing	2	4.5	23	14.6	17	27.9	2	1.4	--	--	44	10.7
TOTAL	44	100.0	157	100.0	61	100.1	145	100.0	6	100.0	413	100.0

According to High School Centile Rank

Of the respondents who continued their education and who ranked in the upper half of their high school classes, 64.4 per cent indicated a university as the type of institution attended (Table XI). A somewhat smaller proportion (52.7%) of those ranking in the lower half of their high school classes indicated attendance at a university.

TABLE XI

TYPE OF PRIMARY INSTITUTION ATTENDED
(According to High School Centile Rank)

Type of Primary Institution	High School Centile Rank				Total	
	Under 50		50 or Over			
	No.	%	No.	%	No.	%
University	39	52.7	210	64.4	249	62.2
College	10	13.5	32	9.8	42	10.5
Vocational	10	13.5	21	6.5	31	7.8
Business-Technical	12	16.2	22	6.7	34	8.5
Nursing	3	4.1	41	12.6	44	11.0
TOTAL	74	100.0	326	100.0	400	100.0

A larger percentage of the respondents in the lower half of their high school classes indicated attendance at a vocational (13.5%) or a business-technical (16.2%) institution than of those in the upper half of their classes (6.5% and 6.7%, respectively). Only three of the 44 students who attended a nursing school had a high school centile rank under 50.

According to Center Grade-Point Average

Over 80 per cent (81.9%) of the respondents who continued their education and had a Center grade-point average of 2.00 or over indicated a university or college as the type of institution of additional education (Table XII). In comparison, 60.0 per cent of those with a grade-point average of less than a 2.00 also indicated university or college attendance. A much higher percentage of those with passing grades indicated university attendance than of those with a grade-point average under 2.00 (73.5% and 45.6%, respectively). A larger percentage of the lower G.P.A. group indicated college attendance than of the upper G.P.A. group (14.4% and 8.4%, respectively).

TABLE XII

TYPE OF PRIMARY INSTITUTION ATTENDED
(According to Center Grade-Point Average)

Type of Primary Institution	Center Grade-Point Ave.				Total	
	Under 2.00		2.00-4.00			
	No.	%	No.	%	No.	%
University	73	45.6	175	73.5	248	62.3
College	23	14.4	20	8.4	43	10.8
Vocational	21	13.1	9	3.8	30	7.5
Business-Technical	31	19.4	4	1.7	35	8.8
Nursing	12	7.5	30	12.6	42	10.6
TOTAL	160	100.0	238	100.0	398	100.0

A larger percentage of the respondents with a grade-point average of less than 2.00 indicated attendance at a non-degree institution than of those with a grade-point average of 2.00 or over (40.0% and 18.1%, respectively). Thirty-one low grade-point average students attended a business-technical institution, while 21 attended a vocational school.

Reasons for Transferring to Madison Campus

Seventy-five of the 1962 Center new freshman respondents who transferred to the Madison campus gave reasons why they transferred there rather than to the Milwaukee campus. It should be kept in mind that those who transferred to the Madison campus and were in continuous attendance were not surveyed.

The highest percentage (41.3%) of these respondents (Table XIII) indicated "more courses in field" as the reason for transferring to the Madison campus (13.4%). "Like or know city" was indicated by a higher proportion of women than of men (21.1% and 10.7%, respectively). Similarly, "close to family or home" was a more common response for women than for men (15.8% and 8.9%, respectively).

Reasons for Transferring to UW-Milwaukee

Sixty of the 1962 Center new freshman respondents indicated reasons for transferring to the UW-Milwaukee rather than to the Madison campus (Table XIV). The most common reason, indicated by 35.0 per cent of these students was "closeness to family or home." "Cheaper to commute" was next in frequency, with 28.3 per cent indicating this as the reason. A larger percentage of the women than of the men

TABLE XIII

REASONS FOR TRANSFERRING TO THE MADISON CAMPUS
(According to Sex)

Reason for Madison Transfer	Men		Women		Total	
	No.	%	No.	%	No.	%
More courses in field	24	42.9	7	36.8	31	41.3
Like or know city	6	10.7	4	21.1	10	13.4
Friends there	7	12.5	2	10.5	9	12.0
Close to family or home	5	8.9	3	15.8	8	10.7
Other	14	25.0	3	15.8	17	22.6
TOTAL	56	100.0	19	100.0	75*	100.0

*Four students who indicated that they transferred to Madison did not give a reason.

TABLE XIV

REASONS FOR TRANSFERRING TO UW-MILWAUKEE
(According to Sex)

Reason for Milwaukee Transfer	Men		Women		Total	
	No.	%	No.	%	No.	%
Close to family or home	13	36.1	8	33.3	21	35.0
Cheaper to commute	9	25.0	8	33.3	17	28.3
Better courses in field	5	13.9	4	16.7	9	15.0
Smaller school	5	13.9	2	8.3	7	11.7
Better part-time jobs	3	8.3	1	4.2	4	6.7
Other	1	2.8	1	4.2	2	3.3
TOTAL	36	100.0	24	100.0	60*	100.0

*Four students who transferred to the UW-Milwaukee did not give a reason.

gave "cheaper to commute" as the reason (33.3% and 25.0%, respectively). A slightly larger percentage of the men (13.9%) than of the women (8.3%) indicated "smaller school" as the reason for attending the Milwaukee campus.

Reasons for Transferring to Institutions Other than The University of Wisconsin

Two hundred and twenty-five of the 696 fall 1962 Center new freshman respondents gave reasons for transferring to institutions other than the Madison or Milwaukee campuses of The University of Wisconsin. Among these continuing students, the most frequent reasons given for transferring to other institutions were "more specialized" (21.3%), "in a nursing program" (17.8%), "cheaper to attend" (14.7%), "smaller school" (12.5%), and "near home" (8.4%). A much larger percentage of the men than of the women indicated "cheaper to attend" as the reason for continuing at another institution (20.5% and 8.3%, respectively). "More specialized" as a reason for transferring was indicated by a slightly higher percentage of men than of women (23.9% and 18.5%, respectively). "Grades too low" was indicated as the reason for transferring to an institution other than the Madison or Milwaukee campuses by 7.6 per cent of the respondents to this item. A larger per cent of the men (11.1%) than of the women (3.7%) indicated low grades as the reason. "In a nursing program" as the reason accounted for 36.1 per cent of the women.

TABLE XV

REASONS FOR TRANSFERRING TO INSTITUTIONS OTHER THAN THE UNIVERSITY OF WISCONSIN (According to Sex)

Reason for Transferring to Institution Other than University of Wisconsin	Men		Women		Total	
	No.	%	No.	%	No.	%
More specialized	28	23.9	20	18.5	48	21.3
Nursing program	1	0.9	39	36.1	40	17.8
Cheaper to attend	24	20.5	9	8.3	33	14.7
Smaller school (more help)	16	13.7	12	11.1	28	12.5
Near home (or moved)	15	12.8	4	3.7	19	8.4
Grades too low	13	11.1	4	3.7	17	7.6
Field not available	2	1.7	7	6.5	9	4.0
Commute	3	2.6	---	---	3	1.3
Like campus city	2	1.7	1	0.9	3	1.3
Original intent	1	0.9	2	1.9	3	1.3
Other	12	10.2	10	9.3	22	9.8
TOTAL	117	100.0	108	100.0	225*	100.0

*Forty-seven students who transferred to an institution other than the Madison or Milwaukee campus of The University did not give a reason for so doing.

Reasons for Leaving Madison or Milwaukee Campuses

Seventy-two of the respondents who attended the Madison campus or the Milwaukee campus interrupted their education after transfer and gave a reason for not being in continuous attendance. "Inappropriate field of study" (23.6%) and "low grades" (22.2%) were the two most frequent reasons given for leaving. "Finances" was also a relatively frequent reason given (18.0%). Men indicated "inappropriate field of study" in a larger proportion than did the women (28.0% and 13.7%, respectively). Similarly, a larger percentage of the men than of the women gave "grades too low" as a reason for leaving (26.0% and 13.7%, respectively).

EVALUATION OF CENTER ATTENDANCE

The fall 1962 Center new freshmen surveyed were asked if they felt attending a Center had aided them in preparation for a job and/or in social adjustment. Of the 696 respondents to the questionnaire, 541 (77.7%) responded to this item. A little less than one-half of the men (46.0%) felt that Center attendance helped in both job preparation and social adjustment. Nearly one-fifth (19.4%) did not feel Center attendance assisted them in either area. A somewhat larger percentage of the women (52.2%) saw Center attendance as beneficial for job preparation and social adjustment, while 12.8 per cent of the women respondents indicated Center attendance did not assist them in either respect.

The highest percentage of the respondents who felt that attendance at a Center aided them in both job preparation and social adjustment was of those who were initially enrolled at the Marathon County Center, with 61.5 per cent so responding. Slightly more than half of the respondents who were initially enrolled at the Sheboygan, Green Bay, and Kenosha Centers indicated the Center as being an aid in job preparation and social adjustment. Less than half of the respondents initially enrolled at the Manitowoc, Fox Valley, Marinette, and Racine Centers indicated the Center as helpful in both areas.

A higher percentage of the respondents enrolled for a total of four semesters (58.5%) considered a Center to have been an aid in both job preparation and social adjustment than was the case for those enrolled for one semester (25.3%), two semesters (48.5%), or three semesters (54.3%). Only 7.7 per cent of the respondents enrolled for four semesters at a Center indicated assistance in neither area.

A little more than one-fourth (27.4%) of the respondents indicated they regretted starting their education at a Center rather than at some other institution. The majority of those who regretted starting at a Center (74.1%) earned a grade-point average of less than a 2.00 at a Center. Of those who earned a 2.00 or over grade-point average, only 15.8 per cent regretted starting at a Center.

It should be kept in mind that this evaluation of Center attendance does not represent the whole fall 1962 Center new freshman class. Those who were known to be in continuous attendance at a Center or at the Madison campus after transfer during the six semesters following initial enrollment at a Center were omitted from the survey.

CURRENT OCCUPATIONS

Among the respondents who answered the question regarding current occupation, 46.3 per cent indicated that they were students at the time of the survey (Table XVI). The next highest proportion was of persons employed in clerical-sales occupations (18.1%). They were followed by respondents who indicated semi-skilled occupations (11.0%) and service occupations (10.6%) as their current job. A sizable proportion of those in semi-skilled occupations was in unspecified factory work (37.5%). Nearly three-fourths (74.3%) of the respondents who indicated a service occupation were in the armed forces.

TABLE XVI

CURRENT OCCUPATIONS

Occupation	No.	%
Student	304	46.3
Clerical-sales	119	18.1
Semi-skilled	72	11.0
Services	70	10.6
Housewife	41	6.3
Sem'-professional	32	4.9
Skilled	10	1.5
Agricultural	4	0.6
Managerial-official	3	0.5
Professional	1	0.2
TOTAL	656	100.0

While less than half of the respondents indicated that they were still students at the time of the survey, over one-fifth (20.8%) of the original fall 1962 Center new freshman class was known to be in continuous attendance during the first six semesters, either at the Madison campus or at a Center. If the questionnaire respondents are representative of the group surveyed, then 67.1 per cent of the fall 1962 Center new freshmen were still in attendance at some institution during the sixth semester after initial enrollment at a Center.

SUMMARY AND GENERALIZATIONS

This is a supplementary report to a more comprehensive study that resulted from a follow-up of the fall 1958 Center new freshmen. This report is based on a questionnaire survey of the fall 1962 Center new freshmen who left a Center, who did not transfer to the Madison campus, or who did transfer to the Madison campus but were not in continuous attendance during the six semesters following their initial enrollment at a Center (See "Introduction" to this report). The study has concerned itself with an analysis of student retention, student transfer, and student drop-out of this selected segment of the fall 1962 Center new freshman class.

If the total fall 1962 new freshmen entering the Centers were considered, it is found that about 67 per cent of these persons were still enrolled at some institution during the sixth semester after initial enrollment at a Center.

On the basis of the responses to the questionnaire sent to the group of persons who had left a Center, who did not transfer to Madison, or who transferred to Madison but were not in continuous attendance at Madison, it is found that:

1. The majority (86.9%) of the fall 1962 Center new freshman respondents attended from one to six semesters at a Center without interruption. However, only 39.1 per cent were in continuous attendance for more than two semesters.

2. Nearly half of the respondents (49.3%) were enrolled for a total of one or two semesters at a University Center and over one-third (35.1%) attended four or more semesters.

3. Approximately forty-six per cent (46.1%) of the respondents successfully completed their first semester of studies without any kind of academic action being taken.

4. Almost two-thirds (65.1%) of the respondents indicated they left one of the Centers before completing all the appropriate work offered.

5. Low grades was given by over one-fifth (21.2%) of the respondents, who left a Center, as the primary reason for leaving before completing all the appropriate work offered. Men indicated low grades as a primary reason in a much higher proportion than women (26.8% and 11.5%, respectively).

6. Transfer to another institution was indicated by 17.7 per cent of the respondents, who left a Center, as the primary reason for leaving before completing

all the appropriate work offered. A higher percentage of women (25.5%) than of men (13.2%) indicated transfer to another institution as the primary reason for leaving.

7. "Lack of finances" was indicated as the primary reason for leaving before completing all the appropriate work by 15.2 per cent of the respondents who left a Center. Over one-fifth (22.5%) gave this as either a primary or secondary reason for leaving.

8. "Employment did not permit sufficient study time" was the most frequent reason given for low grades. This was given as the primary reason by 18.4 per cent and as either a primary or secondary reason by 32.2 per cent of the respondents who considered their grades to be low at the time of leaving a Center.

9. "Too much time spent on social life" was given as a primary reason for low grades by 16.8 per cent of the respondents indicating a reason for low grades. Men indicated this reason in a greater proportion than did women (20.0% and 10.2%, respectively).

10. "Poor preparation in high school" was indicated by 13.7 per cent of the respondents, who considered their grades to be low, as the primary reason for low grades.

11. Of the 72 respondents indicating reasons for not transferring to another educational institution after completing all the appropriate work at a Center, 36.1 per cent gave "lacked finances" as a primary reason for not continuing, 18.1 per cent gave "lost interest in a college education," and 16.7 per cent gave low grades as the primary reason for not continuing.

12. Four hundred and fifteen, or 59.6 per cent of the respondents stated they had further formal education after leaving a Center. Over 90 per cent (92.3%) of these continued on a full-time basis.

13. Nearly three-quarters (74.9%) of the respondents who had further formal education beyond the Centers indicated a university or college in Wisconsin as the place of attendance. Another 8.0 per cent attended a college or university in another state.

14. Only 27.4 per cent of the respondents regretted starting their education at a Center rather than at some other institution.

APPENDIX

THE UNIVERSITY OF WISCONSIN
MADISON, WISCONSIN 53706

Office of Institutional Studies
B-11 Bascom Hall

May 27, 1965

To: Persons Who Enrolled as U.W. Center New Freshmen in September 1962

The University continuously attempts to evaluate its services in order to provide maximum assistance to persons it serves. One of our great concerns as members of the University administration is the degree to which The University meets the needs of our regularly enrolled students and ways in which we can better provide for those needs. We ask your assistance in helping us with one aspect of this evaluation.

As is true generally of persons entering educational institutions, some students are graduated, some transfer from one institution or campus to another, and some discontinue their formal education. We are interested in knowing better what happens to our students after leaving a University Center. In this, we are selecting two entering classes: one which entered some time ago (the entering class of 1958) and one which entered quite recently (the entering class of 1962).

It is important that data be available on each person surveyed in order that proper comparisons can be made in the light of changes which have come about over the period 1958 to 1964. We are asking, therefore, that you spend a few minutes in completing the enclosed questionnaire.

You will note a number on the top of the questionnaire. This serves only as a check of whether or not the questionnaire has been returned so a second request can be sent if necessary. All data will be treated confidentially. No analyses by individual will be made; the evaluation will be on a group basis only. Therefore feel free to make any comments which you think will assist us. It is not necessary to sign either the questionnaire or any statements; in fact we prefer that you do not sign the questionnaire. A self-addressed stamped envelope is enclosed for your convenience.

May I personally thank you in advance for your help. It is deeply appreciated.

Sincerely yours,

L. J. Lins

L. J. Lins
Professor and Coordinator

LJL:eh
Enc.

____

Please Return To:
Office of Institutional Studies
B-11 Bascom Hall
University of Wisconsin
Madison, Wisconsin 53706

FOLLOW-UP OF STUDENTS ENTERING A UNIVERSITY CENTER AS NEW FRESHMEN IN SEPTEMBER 1962

SECTION A

I. Are you presently enrolled on a University of Wisconsin campus? Yes____; No____.
If yes, specify campus and class level: ________________________________.

II. If you are not presently enrolled on a University of Wisconsin campus which campu
did you last attend? University Center____ (Specify)______________________;
Madison campus____; U.W.-Milwaukee campus____.

III. Did you interrupt your education for a semester or more at a U.W. Center prior to completing all of the work you could have taken? Yes____; No____. If yes, why? (If you check more than one reason, please place two checks by the major reason.)

(1) ____ Transferred to U.W., Madison.
(2) ____ Transferred to U.W.-Milwaukee.
(3) ____ Transferred to another institution (whether degree granting or not).
(4) ____ Completed all of the work I intended to take at the time of originally enrolling.
(5) ____ Illness (self).
(6) ____ Illness (family).
(7) ____ Lacked finances.
(8) ____ Parents moved to another locality.
(9) ____ Lost interest in a college education.
(10) ____ Chose an inappropriate field of study.
(11) ____ Grades were too low to continue at a Center.
(12) ____ Preferred to seek employment rather than further education.
(13) ____ Military service (drafted).
(14) ____ Military service (enlisted).
(15) ____ Was needed at home.
(16) ____ Other (please specify)
____

IV. Did you transfer to another educational institution after completing all of the work in your area of study which you could have taken in the Center System? Yes____; No____. If not, why not? (If you check more than one reason, please place two checks by the major reason.)

(1) ____ Originally intended to take no work beyond that offered in the Center System.
(2) ____ Illness (self).
(3) ____ Illness (family).
(4) ____ Lacked finances.
(5) ____ Lost interest in a college education.
(6) ____ Grades were too low.
(7) ____ Military service (drafted).
(8) ____ Military service (enlisted).
(9) ____ Was needed at home.
(0) ____ Other (please specify)
____

Section A (Continued)

V. If your grades were low at the time of leaving a University Center, what do you feel was the reason for them being low? (If you check more than one reason, please place two checks by the major reason.)

(1) ____ Grades were not low. (If checked, omit the rest of question V.)

(2) ____ Had decided to leave, and let school work slide.

(3) ____ Poor preparation in high school.

(4) ____ College level work was an inappropriate choice on my part.

(5) ____ College level work was encouraged by others against my judgment.

(6) ____ Poor choice of courses.

(7) ____ Spent too much time on social life.

(8) ____ Employment did not permit sufficient study time.

(9) ____ Personal illness.

(0) ____ Other (please specify)____.

SECTION B

If you did not continue your formal education at any institution (university, college, vocational, business, or technical) after leaving a University Center, please omit this section and complete Section C, page 4. Others please complete both Sections B and C.

I. Institutions attended for at least one semester other than a University Center. (Please indicate any Madison campus or U.W.-Milwaukee attendance here also.)

A. INSTITUTION: ____

City and State: ____

TYPE: (1) university____; (2) college____; (3) vocational____; (4) business or technical____; (5) other (Specify)________________________.

ATTENDANCE: (1) full-time____; (2) part-time____.

TOTAL SEMESTERS OR QUARTERS ATTENDED: ___________.

HIGHEST LEVEL ATTAINED: (1) freshman____; (2) sophomore____; (3) junior____; (4) senior____.

IF NOT A DEGREE GRANTING INSTITUTION, DID YOU EARN A CERTIFICATE OF COMPLETION? Yes____; No____. NAME OF CERTIFICATE__________________________.

Section B (Continued)

B. INSTITUTION: ______________________________

City and State: ______________________________

TYPE: (1) university____; (2) college____; (3) vocational____; (4) business or technical____; (5) other (Specify)______________________.

ATTENDANCE: (1) full-time____; (2) part-time____.

TOTAL SEMESTERS OR QUARTERS ATTENDED: __________.

HIGHEST LEVEL ATTAINED: (1) freshman____; (2) sophomore____; (3) junior____; (4) senior____.

IF NOT A DEGREE GRANTING INSTITUTION, DID YOU EARN A CERTIFICATE OF COMPLETION? Yes____; No____. NAME OF CERTIFICATE______________________.

(If more than two institutions, please attach a sheet giving the above informatio for the other institutions.)

II. If you transferred from a Center to the Madison campus, why did you choose that campus rather than the U.W.-Milwaukee? ______________________________

____

III. If you transferred from a Center to the U.W.-Milwaukee, why did you choose that campus rather than Madison? ______________________________

____

IV. If you transferred from a Center to an educational institution other than the Madison or Milwaukee campuses of The University, why did you choose that institution instead? ______________________________

____

V. If you transferred to the Madison or Milwaukee campus of The University, what was the reason for interrupting your education at that campus? (If you check more than one reason, please place two checks by the major reason.)

(1) ____ No interruption; have been in continuous attendance. (If checked, omit the rest of question V.)

(2) ____ Wanted to attend a smaller institution.

(3) ____ Wanted to be closer to home.

(4) ____ Chose an inappropriate field of study.

(5) ____ Lost interest in a college education.

(6) ____ Disappointed in the quality of instruction.

(7) ____ Grades were too low to continue.

(8) ____ Cost of attendance too great.

(9) ____ Didn't find many new friends.

(10) ____ Was needed at home.

(11) ____ Other (please specify)______________________________.

SECTION C

Status After Terminating Formal Education

1. (a) Current occupation (if not full-time student)______________________________;
(b) Years spent at current occupation_____; (c) Are you content with your current occupation? Yes_____; No_____.
2. Other full-time jobs held after leaving The University (other than just summer work)____
____
3. Have you continued your education through correspondence study? Yes____; No____.
If yes, (a) Source of lessons: ______________________________________,
(b) Type: general education_____; job related education_____.
4. Do you feel that your attendance at a University Center aided you? (a) In preparation for a job: Yes____; No____, (b) In social adjustment: Yes____; No____.
5. Do you regret having started college work at a Center (in contrast to another institution or another U.W. campus)? Yes_____; No_____.
6. Have you been in continuous attendance in college, except for summer sessions, since first entering? Yes____; No____. If no, do you regret having interrupted your education? Yes____; No____.

THE UNIVERSITY OF WISCONSIN
MADISON, WISCONSIN 53706

Office of Institutional Studies
B-11 Bascom Hall

June 25, 1965

To: Persons Enrolled as U.W. Center New Freshmen in
September 1962

On May 27, 1965, I directed a letter and questionnaire to you requesting information on your reasons for leaving The University Center and on your activities since leaving. These data are important to us in administrative planning in order that we can discover where weaknesses in our services to students are and can take steps to correct those weaknesses. You can help us greatly in this.

I would like very much to contact you personally. The approach I am using appears quite impersonal but it is not intended to be. We are concerned about all of our students and would like to be of greatest assistance to each one.

I hope you will take the time to complete the questionnaire; another copy is enclosed for your convenience. Feel perfectly free to make any comments; no responses will be associated with you as an individual unless you expressly ask that we pass your comments on to others. All processing is by number and not by name. The number helps us to determine whether the responses are from a representative group.

We of The University administration deeply appreciate your efforts in being of assistance to us. If we can help you in any way, do not hesitate to call on us.

Yours sincerely,

L. J. Lins

L. J. Lins
Professor and Coordinator

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Enc.